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ABSTRACT

Developed out of a concern for the role postsecondary education should play in middle management development, this report presents an exploratory study of those factors influencing the nature and characteristics of middle management in the retail department store. The research involved personal interviews with retail department store executives and middle managers in the East North Central Region of the United States and sought answers to questions such as "What kind of education?" and "What is the appropriate source of education?" The findings of this research provide new insights and important clues concerning the characteristics, educational needs, duties, and projected needs for retail middle managers. The six chapters of this report include information on (1) the dynamics of retailing, (2) the functions performed by retail firms, (3) the functions of middle management, (4) the description of middle managers, (5) ideal source of training, and (6) middle management needs. The report includes 67 tables and a comprehensive appendix of supporting data. (Author/JS)

The Nature and Characteristics of Middle Management in Retail Department Stores

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The University of Wisconsin,
Madison, Wisconsin

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THE NATURE AND CHARACTERISTICS OF MIDDLE MANAGEMENT IN RETAIL DEPARTMENT STORES

Harland E. Samson, Professor
Education and Business

Distributive Education Resource Center
School of Education

UNIVERSITY OF WISCONSIN

MADISON, WISCONSIN 53706

1969

PREFACE

This report presents an exploratory study of those factors influencing the nature and characteristics of middle management in the retail department store. The findings provide new insights and important clues concerning the characteristics, educational needs, duties, and projected needs for retail middle managers.

The study developed out of concern about the role post-secondary education should play in middle management manpower development. The questions "What kind of education?," "How much education?," and "What is the appropriate source of education?" were perplexing to local and state educational administrators. The study does not purport to have attained answers to these questions but, rather, has accumulated some significant data on the nature and scope of middle management and hopefully has placed some facts in a meaningful perspective that will be relevant to further analysis and interpretation.

Chapters 1 and 2 provide background information and the research design. Chapters 3, 4, and 5 deal with related areas of inquiry. Chapter 3 focuses upon the functions, tasks, and qualities of middle management. Chapter 4 is devoted to the analysis and interpretation of desired characteristics and the source of training for these characteristics. Chapter 5 presents a discussion of the manpower problems and a projected need for department store middle management. Chapter 6 raises questions and issues revealed by this study and makes certain recommendations for future action.

The research involved personal interviews with retail department store executives and middle managers in the East North Central Region of the United States. In addition to a series of open end questions, each respondent was asked to make two different "sorts" of a card deck containing 30 characteristics associated with middle managers. The analysis of this data and the subsequent comparisons with a randomly selected national sample suggests that most of the findings can be generalized with reasonable confidence to the national picture.

One of the premises under which this study was carried out was that quantification by itself is not necessarily a virtue and that it was more important to get at the perceptions and insights about the nature of middle management. Statistical methods were thus employed only where such treatment might be helpful in highlighting or interpreting data.

In the process of conducting the interviews, it became obvious that other questions should have been included in the interview schedules. However, to add more inquiry once the data collection had started was improper from a research position, and would have been difficult in terms of interviewing time. Some of these "unofficial" observations are noted in the report but are clearly identified as such.

The report does not intend to take a position on any particular middle management philosophy. Neither does the report attempt to support any given educational position or concept. It is hoped that the findings will stimulate the interest of retail executives and educators who have not been concerned about middle management, and for those who have been concerned, provide substance for greater understanding. It is urged that retailers and educators of a community jointly review the findings and discuss the various questions and propositions in light of local middle management needs and practices.

This study was undertaken with the encouragement and cooperation of the American Association of Junior Colleges and the American Vocational Association under a grant from the Sears Roebuck Foundation. Their support is gratefully acknowledged. To the many individuals who helped in accomplishing the research; the retail firms for their generosity in affording use of their facilities and the time of their employees, the respondents who were interviewed and completed the card sorts; go sincere thanks for their confidence and understanding.

Appreciation is extended to the several graduate students at the University of Wisconsin who assisted in various phases of the project and particularly to Howard G. Ball who served as Senior Research Associate and attended to the myriad of necessary details.

Harland E. Samson

Madison, Wisconsin
July, 1969

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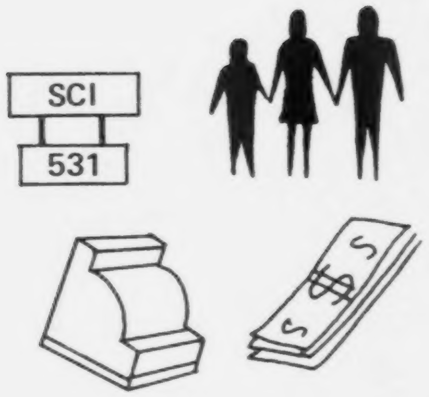
CHAPTER 1

RETAILING AND MIDDLE MANAGEMENT



Retailing deals with the acquisition and sale of goods and services desired by ultimate consumers and all of the activities associated therewith. Retailing is the final step in a complicated process of distribution bringing to the customer the merchandise he wants, in the form he wants it, at the time and place he wants it. The retailer's function is to search the markets of the world, select and buy appropriate merchandise, and assemble and present this merchandise to the customer in a convenient location and manner which makes the customer want to buy it.

Contact with retail establishments is a regular part of the daily life of most Americans. Most people are so familiar with retail activity that many overlook its key role in the economy of the community and the country.

The Dynamics of Retailing

Changes in retailing have followed the changes of consumers in the past, and this pattern seems destined to continue. As consumer demands evolve, new forms of retailing will emerge. The basic economic and social conditions that affect retailing are the population trends, the technology of industrialization, and improvements in social and business communications. These conditions are continually undergoing change. Those who are to be successful in retailing must be able to recognize the changing conditions and adapt operations to them.

Unquestionably the work within retailing has become more complex, the tasks more numerous, the planning more difficult, and the responsibilities more demanding. The challenge of change is one of retailing's major attractions. Great stores and organizations of stores did not grow by copying someone else, but rather by each adjusting in their own way to a changing clientele in a changing economic and social environment.

Ironically, change, one of the major attractions of the retailing field, is frequently alleged to be a shortcoming in actual practice. Progressivism is not widely ascribed to retailing, including the major form of retailing, department store retailing. Changes of practices, procedures, and concepts come slowly and often only under duress or extreme pressures. Retailing is chided as being slow to adapt technological tools, slow to react to changes in the consumer market, and slow in adjusting to new demands for management personnel.

The Nature of the Retailing Industry

The retailing industry is a major segment of the distribution system in the American economy. In 1968 there were nearly 1,900,000 retail establishments employing about 10,000,000 persons and producing sales of over $290,000,000.

Some stores are operated by their owners; others are operated as a part of a centrally owned group of stores. A store that is owned and operated by the same person or persons is known as an independent store. Most small stores, and a few large stores, fall into this category. About 90 per cent of the country's retail businesses are independent stores, and they account for about three-fourth's of the total retail sales. Eleven or more stores of a similar type, centrally owned and with central control, are considered to be a chain.

Classification of Retail Firms

A classification system for retail establishments, used to aid in identification of various types of retail stores, has been developed as a part of the Standard Industrial Classification by the Office of Statistical Standards, Bureau of the Budget.[1] Major classifications for the retail trade are as follows:

52 - Lumber, Building Materials, Hardware, Farm Equipment
53 - General Merchandise
54 - Food
55 - Automotive Dealers and Gasoline Service Stations
56 - Apparel and Accessories
57 - Furniture, Home Furnishings, and Equipment
58 - Eating and Drinking Places
59 - Other Retail Stores

In terms of sheer numbers eating and drinking establishments (58) are clearly greatest in number followed by food stores (54) and then single line stores such as service stations (55) and apparel stores (56). In terms of sales volume the big producers are the large-scale retailers such as supermarkets (54) and general merchandise (53) which includes department stores.

Although all firms in the classification are labeled "retailers", their diversity is so great in terms of products, operational structure, and business practices that in final analysis the only commonality among them is that they strive to serve the ultimate consumer.

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[1] Standard Industrial Classification for Use in Distributive Education. OE-82013, Dept. Health, Education, and Welfare, Government Printing Office, Washington, D. C. 1963.

Department Stores

Department stores, a sub classification of General Merchandise (SIC 53), have the distinction of being the best-known large-scale retailers. Department stores, by bringing together a wide range of consumer merchandise coordinated by a central management, offer the people of a community an opportunity to do all their shopping in one place. By virtue of size and large volume of sales they are able to employ specialists in buying, advertising, display, store planning, and financial control. Alertness to current developments in the social, economic, and merchandising areas has allowed department store retailing to develop a unique image and vitality.

Department stores are defined as a retail organization which (1) sells a wide variety of merchandise, including piece goods, home furnishings, apparel, and furniture; (2) is organized by departments; (3) employs 25 or more persons; and (4) has sales of over $150,000. Other frequently mentioned characteristics of a department store are that it sells mainly to women, is located in the downtown business district or in suburban shopping centers, and usually offers a wide range of "services."

Functions Performed by Retail Firms

Regardless of the size, type, or ownership of a firm the basic functions of a retail business can be divided into four major categories: (1) buying--selecting and purchasing goods for resale, (2) selling--promoting, presenting and selling goods to customers, (3) operating--providing space and equipment for transactions and the physical movement of goods, and (4) controlling--keeping records on inventories and sales to guide operations and assure profits.

In smaller retail firms where the owner or manager may direct all activities, it may not be necessary to have any structured plan of organization. However, in large-scale operations there must be some grouping of activities, delegation of responsibility, and some system of checks and balances so that all retail functions are performed efficiently and effectively.

Growth in size and employment may create serious problems for a retail firm. Structure, policy and procedure that was adequate for one level of operation may be seriously deficient for higher or broader levels. More importantly, the never-ending need for efficiency and improvement in the performance of each function will tax the organizing and administrative capacity of retail management. A natural development, as firms increase in size, is the emergence of an intermediate level of personnel between the owner or the manager and the employees. It is the quality and capacity of this intermediate group, called middle management, that the firm must depend on in the successful accomplishment of the retail functions.

Present Views About the Retail Industry

As indicated at the beginning of this chapter, most people are familiar with retail activity, usually on a regular basis as a customer. Because of this familiarity there seems to be no lack of comment and opinion about the strengths and weakness of retailing, voiced by those within and those outside the field. Two selected quotes are presented to establish the range of comment upon the field.

"In our promenade of specialty shops, each area is defined by a particular color and decor which pairs in spirit with the merchandise. There is a natural progression of departments to create a valid traffic pattern for the customer, facilitating simplified shopping."[2]

"On the floor, stores hit with a boost in minimum wage often automatically reduce the work force. Training has fallen to a new low. One has the opinion management has literally given up, citing high turnover and the need for so many part-time employees among the reasons why an additional investment in training should not be made. Incentive systems are antiquated and unfair, varying greatly from department to department"[3]

The contrast intended is that retailing appears to be doing a good, if not excellent, job with its physical attributes--facilities, merchandise, equipment, and procedural systems. It is in the human aspect of the business, both with customers and employees, that negativism, criticism, and condemnation is frequently noted. It seems, as Powell notes in addition to the above, that "In short, our industry, with all of its computers and its growing sophistication in applying the computer, is being held back by its inability to solve the people problems, especially at the middle management level."[4]

Proceeding with the premise that man is the critical factor in any business enterprise, it would seem to behoove the retail industry, and particularly department store retailing, to examine that segment of its personnel referred to as "middle management."

Definitions of Middle Management

This study used a broadly stated definition of middle management. "Middle management is considered to be that group of management immediately below top management and above routine supervisors and rank and file employees." For the purposes of the study this approach provided the greatest latitude and permitted respondents to reflect on middle management as they used it in their firm.

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[2] "JM-F: Coordinated Shopping. Stores. June, 1968. p. 12.

[3] Stuart A. Powell, Jr. (editor, in Department Store Management) "Opinion--It's Still a People's Business," Marketing Insights. February 3, 1969. p. 3.

[4] Ibid. p. 3.

Although the above definition was adopted for the study, it seems only appropriate that a few other selected definitions, which could be equally well defended for use in a study like this, be presented. The first of these would be that made by Heyel.

> "Middle Management--A management group responsible for execution and interpretation of policies throughout the organization and for the successful operation of assigned units, divisions, or departments."[5]

A definition by Newport with orientation to industrial organizations is as follows:

> Middle management--That segment of an organization which includes personnel at all levels of authority found between, but not including either, the vice presidential level and the first level of supervision--most frequently referred to as the foreman level.[6]

An implied definition exists in the following comment, relative to retail management, by Robinson:

> "A third level is composed of the larger body of middle managers starting with those who are but one level above the first-line supervisor up to those who may report to the principal functional and staff executives."[7]

The briefest definition, and one directly relating to retailing, is that offered by Campbell.

> "Middle Management--Secondary layer of divisional managers, i.e., assistants."[8]

It can be seen just from these four selected definitions that the variance implied is considerable. If any meaningful manpower program for retail department stores is to be developed, it would seem essential that middle management, if it cannot be consistently defined, needs at least to be reasonably well described.

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[5] Carl Heyel (Editor). The Encyclopedia of Management. New York: Reinhold Publishing Corporation, 1963. P. [illegible]

[6] Marvin G. Newport. "Middle Management Development in Industrial Organizations." Doctor's Thesis. University of Illinois, 1963.

[7] Ormsbee W. Robinson. "Who Will Educate The Manager." Stores. March, 1967. P. 31.

[8] Willard H. Campbell. How Retailers Say It. New York: Shockey and Associates, Inc. 1969.

Middle Management in Retailing

Further clarification of middle management in retailing may be made through distinction of policy and procedure. Policies are top (executive) management's long range guiding principles of the business. They provide direction and stability to the operation of the business. Procedures are methods devised to carry out the policies established by the management. Middle management is instrumental in arriving at and implementing procedures to carry out policies.

The supply and quality of potential middle managers has been a consistent and growing concern to the retail industry. Businessmen are evidencing alarm at what appears to be a shrinking supply of appropriately trained potential middle managers in a situation of increasing demand. Part of the problem is thought to lie in industry's inability to recruit college graduates in the quantity needed.

There is little doubt that department stores, now more often corporate rather than privately owned businesses, need college graduates for the executive levels. The chasm between the executive ranks and the lower management positions in retailing is well known to college students and serves as a credibility gap. The favorable realities of the numerous middle level positions, even if made clear, might not attract sufficient numbers of qualified college graduates. Further, the middle management position requirements probably exceed the preparation possible in even a well planned high school program. The logic of the junior college, community college, technical college, or other post secondary institution to provide retail management education for the less than executive level seems sound. The attention of the industry tends to remain, however, on college recruiting despite its limitations for their apparent purposes and needs.

The Placement Director of the University of Pennsylvania is quoted in 1967 as saying: ". . . over the past four years only 4.2% of the graduating males, available for employment by business and industry, have entered retailing."[9] Taylor[10] found in a 1966 survey of college seniors, only 13% intended to enter business. He points out that the attitude of college graduates toward careers in general is changing, and many now feel that "business is not where the action is." According to Fullmer[11] this trend away from business as a career aspiration is reflected in the fact that enrollment in business schools is increasing at a rate only one-third as fast as total college enrollment. He also supports this contention by quoting from the findings of a 1966 Louis Harris poll of 800 college seniors in which only 31% seriously considered business as a career, and only 12% listed it as first choice.

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[9] Editorial, "Future Executives: Recruitment is Spotty and So Are Results--But Not Always," Stores, March, 1967, p. 27-28.

[10] Duncan Norton Taylor, "The Private World of the Class of '66," Fortune, February, 1966, p. 128-132+.

[11] Robert M. Fullmer. "Diagnosis: Collegiate Cynicism Syndrome," Personnel Journal, Vol. 47, No. 2. February, 1968, p. 99-103.

The changing nature of retailing brought on by new technology poses questions of future needs in middle management both in total demand and training requirements.

Auren Uris, in an article entitled "Middle Management and Technological Change" discussing the impact of electronic data processing, expresses the view that only the content of the middle management job will change.

> "Extrapolation of current experience suggests that, rather than replacing large numbers of managers, computers will have their major impact on the content of the middle management job. The middle management job will become more technical and more highly structured; shoe leather will be saved to the detriment of the seat of the pants. The middle executive will become more an administrator of hard-and-fast procedure."[12]

This viewpoint was shared by Donald R. Shaul, in an article in Personnel, when he concludes:

> ". . . all in all, then, instead of middle management facing a drastic reduction in their decision-making power and a lowering of their status, my survey indicated that this vital component of the management hierarchy is recognized as being more important than ever."[13]

The changing characteristics and responsibilities of several middle management positions as determined from discussions by staff members of the National Retail Merchants Association, are reported by James J. Bliss, Executive Vice President in the February issue of Stores. He describes the change in merchandise management as one in which the buyer can shed his roles of sales supervisor and inventory manager, allowing him to concentrate on the selection of merchandise and the preparation of assortments and sales promotion plans. The buyer can become a specialist in the distribution of goods.[14]

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[12] Auren Uris. "Middle Management and Technological Change," Management Review, Vol. 52, October, 1963, p. 56.

[13] Donald R. Shaul. "What's Really Ahead for Middle Management?", Personnel Journal, Vol. 41, November, 1964, p. 16.

[14] James J. Bliss. "The Future of Middle Management in Retailing," Stores, February, 1967, p. 7.

The personnel demands of retail middle management were also clearly stated by Bliss:

> "In the next five years, retailing will have to recruit and develop more executive talent than it has in the past two decades."[15]

An attitude of the retail industry relative to the middle management positions is reflected by Robinson who states:

> "Changes in business and industry are occurring so rapidly that the corporation can no longer afford to wait for managers to happen. Yet the response of industry to the problem seems to suggest that many firms are not giving much heed."[16]

There is unquestionably a dilemma faced by the retail industry when it comes to staffing middle management positions. In order to get a pool of qualified persons from which to choose individuals for top management positions, they must put forth effort to get potential executives into the stream of management. Even if only one out of ten is eventually selected for top management, all ten must be perceived as future store executives, and will, accordingly, consider the work in middle management as transitory. Actually there is considerable need for a great majority of these people to become career workers at the middle management level. The dilemma is how to recruit a pool of promotable people for the middle level and then effectively keep the majority of them at that level in a terminal position.

Research on Middle Management

In recognition of the problem of the changing nature of the middle management job and its increased importance in the retail industry, a number of professional studies have been undertaken.

Tasks and Characteristics

Ertel[17] conducted a study to identify major tasks performed in retailing occupations. A questionnaire was administered to representative samples of supervisory and non-supervisory employess in department stores, limited price variety stores, and general merchandise stores. The sample population consisted of 672 nonsupervisory employees and 175 supervisory employees in King and Pierce Counties, Washington.

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[15] Ibid.

[16] Ormsbee W. Robinson. "Who Will Educate the Manager?" Stores, March, 1967, p. 30.

[17] Kenneth A. Ertel. "Identification of Major Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments," (Project No. EDR-257-65), Moscow: University of Idaho, December, 1966, 117 pp.

Substantial percentages of supervisors indicated that in addition to the nonsupervisory tasks of selling, stockkeeping, cashiering, receiving display, and record keeping, they performed advertising, pricing, buying, and controlling. He concludes from the data that there is slight chance for movement into supervisory careers without some post-secondary preparation.

Carmichael[18] attempted to identify activities that are common to retail middle managers as well as their relative importance, crucialness to success on the job and frequency of performance. His study involved 15 firms in the Standard Industrial Classification Group 53, Retail Trade--General Merchandise.

Using a mail questionnaire containing 202 statements describing selling, sales promotion, buying, operations and managerial activities, Carmichael samples 701 middle managers from the firms involved. His results were analyzed on the basis of "type of firm," "level of management" and "functional area of employment."

His findings indicated: (a) Managerial competency was reported as the most crucial of all competency areas; (b) Cooperative method (an education program which involves on-the-job experience) is viewed by executives as a necessary and important part of post-secondary mid-management curriculum; (c) A major difference exists between activities performed by middle managers in traditional department stores and those in discount, chain, and variety organizations; and (d) Routine marketing and distribution activities were found more crucial to lower levels of management while managerial-type activities were found to be more crucial to higher levels of management.

Among his conclusions, Carmichael points out that because activities and responsibilities of retail middle managers are continually changing as newer merchandising and operations techniques emerge, post-secondary mid-management instructors should work closely with employers so that the instructors will be kept abreast of these changes.

Sheeks survey[19] of 64 large and small furniture dealers included an attempt to determine the knowledges and skills required by home furnishings salespersons in order to develop courses, content, objectives, and methods of instruction for a post-secondary program designed to prepare home furnishings salespersons. Some of the skills and knowledge listed were: (1) estimating and measuring skills; (2) the ability to sell quality rather than possess specific furniture knowledge; (3) considerable knowledge and skill concerning sitting equipment, lamps and accessories, and carpeting. Sheeks concluded that educational institutions should work closely with the industry to establish programs to train salespersons and should do more research to identify specific tasks performed on the job, the proper attitudes to develop, and the areas in which salespersons derive job satisfaction.

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[18] John H. Carmichael. "An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry with Implications for Curriculum Development in Post-Secondary Institutions," Ph.D. Thesis, Michigan State University, 1968, 180 pp.

[19] John T. Sheeks. "An Analysis of Home Furnishings Sales Occupations in the Minneapolis-St. Paul Metropolitan Area," Master's study, Minneapolis: University of Minnesota, 1968.

Business firms in the Chattanooga, Tennessee, area were surveyed by Goins[20] to determine need for middle management training. Two-thirds of the firms used on-the-job training for middle management personnel. The businessmen respondents were also asked to rank marketing courses according to degree of importance. Courses ranking the highest were salesmanship, human relations, supervision, training of employees, personnel management, sales promotion and fundamentals of management. It was felt that employees need training before employment, and that most firms selected middle management personnel from among their present employees. Second highest source of middle management personnel was 4-year college graduates, and third choice was 2-year post-secondary graduates.

Education and Curriculum

Several studies have been conducted which explored institutions, curriculums, or courses designed to prepare middle management personnel. Morton[21] surveyed 7 state supervisors of distributive education, 10 professors, and 62 post-secondary teacher-coordinators to determine what courses should be offered during the first year of a two-year marketing program. He found that orientation, salesmanship, marketing, English, and business mathematics should be offered during the first semester of the program. The second semester should include merchandise display, social studies, principles of retailing, marketing, English, and merchandise mathematics. Psychology of human relations was desired during the first year, but no preference was made for either semester.

A study by Lucas[22] produced the following guidelines for post-secondary distributive education programs: (1) In the planning stages, the services of the distributive education section of the state department of education should be sought. An advisory committee is desirable during the planning and operational stages of the program, and a comprehensive survey of the geographical area should be conducted to determine need and interest; (2) The program should be offered in various types of institutions; (3) The associate degree should be awarded for successful completion of the program; (4) Work experience is considered highly desirable; therefore, the program should be operated on a cooperative basis; (5) The cooperative feature should be continuous for the duration of the program; (6) Each curriculum within the post-secondary institution should be organized to serve a specific area of employment, such as hotel/motel supermarket, or petroleum; (7) Students enrolled should participate in the post-secondary division of the Distributive Education Clubs of America.

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[20] J. L. Goins. A Study to Determine the Need for a Post-Secondary Distributive Education Program in the Chattanooga, Tennessee, Metropolitan Area. Research study. Tennessee Department of Vocational-Technical Education, Distributive Education Service, 1968.

[21] Dean Morton. "A Study to Determine a First-Year Marketing and Distribution Curriculum in Post-Secondary Institutions in Region VI of the United States." Master's Study. Emporia: Kansas State Teachers College, 1968.

[22] Stephen R. Lucas. "Guidelines for Establishing Post-Secondary Distributive Education Programs in Ohio." Doctor's thesis. Columbus: Ohio State University, 1967.

Two studies have attempted to assess the marketing program offerings of post-secondary institutions. Summa[23] analyzed retail management curriculums offered by junior and community colleges. He also obtained opinions from a national advisory committee composed of supervisors and specialists in post-secondary programs. He concluded: (1) Retailing curriculums are identified by terms such as Retail Management, Middle Management, Business-Merchandising, and Marketing-Middle Management; (2) Almost all junior and community colleges offer some type of associate degree; (3) Most offered some opportunity for experience in a work environment known by such terms as internship, field training, work experience, on-the-job training, supervised employment, or cooperative work experience; (4) Post-secondary programs are organized with little direction from state or federal vocational education agencies.

An intensive effort was made by the American Vocational Association[24] to determine the number of post-secondary institutions offering programs of education designed to prepare middle management personnel. Approximately 520 current programs in 360 schools in 45 states were reported. Both general marketing and retailing programs as well as specialized programs such as fashion merchandising and furniture sales were found. Most programs encompassed two years of study, had some form of occupational experience as a part of the program, and granted an associate degree of some type. Most programs had been initiated with the recent years.

Clearly there is concern on the part of business as well as education about middle management. The fact that the retail industry, although recognizing the crucial need for middle management manpower, has not established a position regarding source or qualities of desired middle managers raises questions about the basis upon which educational programs have been and are being developed.

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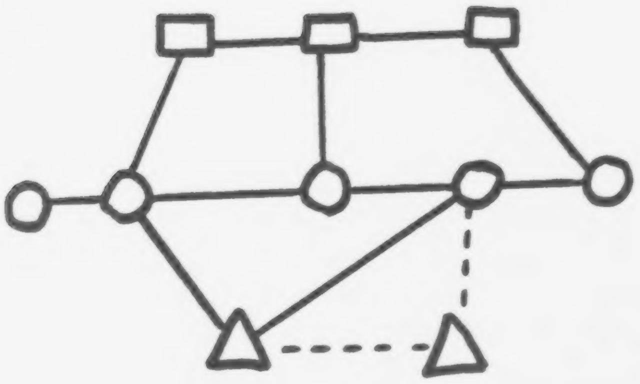
[23] Bruce L. Summa. "A Nationwide Survey of Distributive Education Curriculums in Community and Junior Colleges Regarding the Development of a Model Curriculum for Mid-Management Retailing," Master's study. Bloomington: Indiana University, 1968.

[24] Directory of Post-Secondary Retailing And Marketing Vocation Programs. Washington, D. C.: American Vocational Association, 1968. 66 pp.

Verification of these concerns was made in conversations with retail executives from a wide range of retail firms and with marketing educators. As indicated earlier, there is great diversity in the products, operational structure, and business practices among the various categories of retail firms. This diversity is also present in the nature and structure of middle management within retail firms. Smaller firms tend to have little, if any, middle management distinct from top management. The middle management component emerges only as the firm increases in number of employees, and the middle echelon of personnel becomes operationally necessary. For these reasons, any definitive study of middle management in retail firms, to have value for educational planning, would probably have to be done by Standard Industrial categories or sub-categories and by store size and type of organization.

CHAPTER 2

THE PROBLEM AND RESEARCH DESIGN



The growth and development of middle management in the retail industry has come about in a great variety of forms and with considerable vagueness as to the nature of duties and scope of responsibilities. This lack of definitive dimension gives emphasis to the need for qualitative as well as quantitative analyses of retail middle management.

Middle management, as a segment of organizational structure, is decidedly different in the various types of retail establishments. In single-line merchandising there may be no middle management in a firm's organization. Likewise, stores that are affiliated with centralized services may have no middle management segment. It is in department store retailing, SIC 531, that middle management is most evident, where it has been most highly developed, and where middle management opportunities are most prevelant.

The Problem

The primary purpose of the research presented in this report was to examine the nature and characteristics of middle management positions and personal qualities of middle managers in retail department stores. This exploratory effort intended to identify factors and concepts which could provide retail executives and retail educators insights and clues to the development of potential middle managers for retail department stores.

Specific questions to which answers were sought are as follows:

1. What duties and responsibilities are typical of middle management?

2. What are the desired characteristics of personnel who are or will occupy middle management positions?

3. What educational preparation is desired for middle management personnel?

4. What portion of the educational preparation can best be provided by the retail firm? by the educational institutions?

5. What effect does store size have on the nature and number of middle management jobs?

6. What effect does type of store ownership have on the nature and number of middle management jobs?

7. How many middle management positions exist today in department stores?

8. What is the projected need for middle management personnel in the next decade?

It was felt that answers to the above questions would provide substantial information helpful in understanding the nature of the middle management position as well as the personal characteristics desired in the potential middle manager.

The Research Design

The investigation was considered to be in large measure exploratory in character and, for that reason, began without a fixed set of rigid hypotheses. The attempt was to cover those areas which prior studies and periodical literature suggested as relevant. Although certain basic statistical data were obtained and tests of significance were made at appropriate points the nature of the inquiry precluded any extensive quantitative analysis of an inferential nature. The design features, universe, sample, instrumentation, collection, and analysis, are presented in the following paragraphs. Appreciation is extended to the persons listed in Appendix A for their assistance in this phase of the study.

Identifying the Universe

The universe of this project consists of all establishments classified as department stores (SIC 531)[25] in the East North Central Region[26] of the United States. The number of department stores and the number of employees used as the universe for this study has been supplied by the Employment Security Division[27] of the states of Wisconsin, Illinois, Michigan, Indiana, and Ohio, as reflected in March, 1966. These offices maintain a list of all companies within the state employing four or more persons within each of twenty or more calendar weeks in any calendar year. The list contains the name of the establishment, place or location, place code, SIC, number of employees, and identification number of the employers.

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[25] The Standard Industrial Classification Manual, 1957, and Supplement to 1957 Edition, 1963.

[26] As defined by the U. S. Dept. of Commerce, 1963 Census of Business, Retail Trade, United States.

[27] The title is not the same in all states.

Table 1

Estimated Number of Department Stores

State	Estimated Number of Dept. Stores	Estimated Number of Employees
Ohio	384	85,467
Indiana	256	33,729
Illinois	397	84,248
Michigan	228	57,259
Wisconsin	249	26,069
TOTAL	1,514	286,772

The Sample

Because of considerations of cost and time involved in the collection of data, a cluster sampling technique was employed. It was decided that the sample would be selected from only cities of 100,000 or more population. This would increase the probability of finding the type and size of store desired as well as a suitable number of alternatives to be used in the event the store or stores selected should not choose to participate in the study. A list of cities with 100,000 inhabitants or more in the East North Central Region was obtained from the Statistical Abstract of the United States, 1966.[28]

By use of a technique which insured each unit of 100,000 population in the 24 cities on the list an equal chance of selection, the locations of the stores in the sample as well as their alternatives were determined. The technique involved assigning a number to each city on the list and preparing a separate list containing this number for each 100,000 units of population. Remaining fractions of .5 or more were considered a whole unit. Thus, for the city of Columbus, Ohio, with a population listed as 262,332, three numbers were placed on the list. Utilizing a table of random numbers the locations were determined.

Once the cities in the sample had been selected, stores within those cities were randomly selected from the lists maintained by the Employment Security Divisions with their assistance. There was one exception to this procedure and that was employed in determining the stores in Ohio. In that state, city telephone directories had to be used as the source from which to randomly select the sample stores. This list of prospective participants was then refined with the assistance of field personnel of the Sears, Roebuck and Company organization. In this way a number of stores which were either obviously misclassified or no longer in business were deleted from the list.

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[28] U. S. Bureau of Census. Statistical Abstract of The United States: 87th Edition. Washington, D. C. 1966.

A letter (Appendix B) was sent to the manager of each store on the final list, explaining the purpose of the study and asking their participation. The letter included an explanation of the study (Appendix C) and a short questionnaire (Appendix D) which was used to indicate a convenient schedule for the interviews. A follow-up inquiry was made to those who had not responded within three weeks.

The respondents to be interviewed within each of the establishments were selected as follows:

Executive management - two respondents from the executive level as determined by chief store executive.

Middle-management - three respondents (when available) randomly selected from those middle-managers available. As a practical matter, the chief executive was asked to provide a selection which was representative of middle management in that establishment.

Instrumentation

The data for this study was collected through the use of three instruments.

Two personal, non-disguised, structured interviewed forms; one designed to elicit information from executive management personnel (Appendix E) and one designed specifically for personnel occupying middle management positions (Appendix F).

Both interview forms were tested during the pilot project and were modified to incorporate some of the suggestions of participants and other members of retail management as well as a number of consulting educators.

During the interview the investigator recorded the factual information in numerical code directly on the form to facilitate later classification of data and transfer to punch cards. The respondent was given a separate sheet on which to record his answers to questions 10 and 11 on the executive management interview form (Appendix G) and questions 16 and 17 on the mid-manager's form. (Appendix H) This was later coded on the interview form. In recording the answers to the open-end questions the interviewer avoided any conversation that might bias the respondents answer. After recording the response, the answer was read back to the interviewee for verification.

A Forced Choice Q-Sort[29] was used to identify the feelings and opinions of the respondents relative to the importance of certain attitudes, skills, and knowledge to effective performance in the job of middle management. All respondents were asked first to sort the 30 Q-sort statements (Appendix I) into seven piles in their order of relative importance from left to right in a kind of continuum from "most important" to "least important." A forced-choice technique was used so that the respondent was restricted in the number of cards he could place in each pile. In Pile 1, "Most important," the respondent was required to place three cards; Pile 2, four cards; Pile 3, five cards; Pile 4, six cards; Pile 5, five cards; Pile 6, four cards; and Pile 7, three cards; so that the final configuration described a normal curve. Upon completion of the first sort, the interviewer recorded the data by card number on a form (Appendix J) for subsequent coding for key punching.

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[29] Jum C. Nunnally, Jr. Tests and Measurements, New York: McGraw-Hill Book Company, Inc., 1959, pp. 377-83.

The respondent was then asked to sort the deck a second time to indicate his opinion as to where the skills, attitudes, and knowledge described on the cards should ideally be obtained. In this the respondent was asked to place each of the cards in one of three piles. Pile 1, indicating those which should be obtained in a formal education program prior to hire; Pile 2, those which can be best obtained in a formal company training program; and Pile 3, those which might be obtained or learned while working on the job without a formal training program. The second sort utilized the unforced-choice technique, allowing the respondent to sort all or the cards into one pile if he so desired.

Design of Q-Sort Card Deck

The card deck was developed with the intent of including descriptions of the educational outcomes of essentially all subject matter areas which could be considered of possible value as preparations for the job of middle management in retail department stores. Each card contains a brief descriptive statement of an educational objective phrased in terms of a skill, attitude, or knowledge. Since the design of the Q-sort card deck is considered crucial to this study, the procedure used in its development is explained more fully.

Course catalogues of marketing or distributive education programs were obtained from a number of post-secondary vocational technical schools and junior colleges as well as the four-year colleges. In addition, course descriptions from the formal training programs of some of the large retail organizations were also obtained. From these, a reasonably complete coverage of the courses considered important to retail merchandising was available. This provided the universe of course content from which the descriptions contained in the curriculum deck were developed.

From the universe of course offerings, the stated objectives or purposes of the courses were extracted as a basis for developing the descriptions for the curriculum deck.

Obvious duplications were eliminated and the remaining objectives were rewritten into statements descriptive of attitudes, skills, or knowledges applicable to department store middle management. The statements were then reviewed by a committee of research personnel and educators and reworded to reflect specific levels in the educational domains. Each statement was classified by the committee as being of a "general" (g) or broad nature or a "specific" (s) or narrow nature (Appendix I).

This deck was then used in the pilot study of four department stores at which time the respondents were not only asked to sort the cards into the Q-sort array, but were asked to question the meaning of the statements and provide recommendations for improving wording or phrasing. The recommendations and reactions from the pilot study respondents were reviewed by the committee and revised into the final form.

Coding of Data

By utilizing the coding instructions contained in Appendices K and L, information, gathered from executive and middle managers on the previously discussed interview schedules, was transformed into input data sets capable of analysis by statistical programs on the University of Wisconsin Computer Center 1604 computer. (Appendix M)

A third input data set was developed for analyzing the results of the Q-Sorts. By weighing each column into the Q-array, a numerical value was assigned each statement for each respondent dependent upon the column into which it was sorted. Thus the rankings of different respondents and different groups on the forced choice Q-sort could be composited and compared. The coding form developed for this purpose is contained in Appendix N.

Analysis of data

The techniques used to analyze the data included:

1. Compositing of Q-sorts results into groups and sub-groups and the calculation of weighted-rank means of each item for each sub-group.

2. Comparison of Q-sorts by the various groups and sub-groups using order methods to test association or measures of agreement. The tests include Kruskal's Gamma and Kendall's Tau (Appendix O).

3. Chi-square tests of significant difference between sub-groups on various variables.

Characteristics of the Sample

The characteristics of the sample includes a description of the stores and the nature of the respondent groups - executives and middle managers.

The Stores

Forty-two stores participated in the study; their names and cities are listed in Appendix P. The sample was balanced with 21 large stores (those with 250 or more employees on a full time equivalent basis), and 21 small stores (those with less than 250 employees on a full time equivalent basis). The age of the establishment, that is the length of time that particular store had been in operation, varied from a few months to 102 years, with a median age of approximately 18 years. Table 2 shows the frequency of the participating stores by age, size, and type of operation. It may be noted that of the seven independent stores in the sample, only one was in the 0-5 age group while five were in the age group of 26 years or higher.

The Respondents

Table 3 shows the distribution of respondents by position, store size, and type of operation. The executive managers were classified into four general positions; Store Executive - the store manager; Assistant Manager - the individual who acted as assistant to the store manager regardless of his other responsibilities; Merchandising Executive - an executive whose major responsibilities centered in buying and selling activities on a total store basis; and, Operations Executive - an executive charged with the responsibility for the performance of activities not directly associated with buying and selling. A list of the titles included in each category is contained in Appendix Q.

Of the 81 executives interviewed only four were female. Executives' service with the present company ranged from less than a year to 46 years, with the median being about 13 years. The 123 middle managers represented respondents holding both merchandising and non-merchandising positions. Of the total, 99 were males and 24 females. The average age of the middle manager respondents was 31.4 years.

Interpretation of Findings

After tabulation of basic data and statistical comparisons were run, a set of preliminary findings was compiled and presented to an interpretation committee for evaluation. The committee (Appendix R) was composed of department store executives and educators from institutions of higher education and professional associations. This committee was asked, "In practical terms, what do these findings suggest to the retail department store industry and to the educational institutions designed to serve the industry?" The committee's interpretations are reflected in the discussion of the findings in each area of inquiry.

Table 2

AGE OF PARTICIPATING STORES BY SIZE AND TYPE OF OPERATION

		SIZE OF STORE		TYPE OF OPERATION	
STORE AGE	TOTAL	LARGE [1]	SMALL [2]	CHAIN [3]	INDEPENDENT [4]
0-5	11	7	4	10	1
6-10	6	1	5	6	0
11-25	7	2	5	6	1
26-50	10	6	4	8	2
Over 50	8	5	3	5	3
TOTAL	42	21	21	35	7

1. Stores with an average number of full-time equivalent employees of 250 or more were classified Large.

2. Stores with less than an average of 250 full-time equivalent employees were classified Small.

3. For purposes of this study any operation with 11 or more stores is classified as a chain.

4. Any operation with less than 11 stores was classified as Independent.

Median Store Age - 18.6 years.

Data: 1968

Table 3

DISTRIBUTION OF RESPONDENTS BY POSITION, SIZE OF STORE AND TYPE OF OPERATIONS

		SIZE OF STORE		TYPE OF OPERATION	
POSITION OF RESPONDENT	TOTAL	LARGE [1]	SMALL [2]	CHAIN [3]	INDEPENDENT [4]
Store Executive	31	13	18	25	6
Asst. Chief Executive	13	3	10	12	1
Merchandising Executive	20	13	7	17	3
Operations Executive	17	12	5	13	4
Middle Managers	123	63	60	102	21
TOTAL	204	104	100	169	35

1. Stores with an average number of full-time equivalent employees of 250 or more were classified Large.

2. Stores with less than an average of 250 full-time equivalent employees were classified Small.

3. For purposes of this study any operation with 11 or more stores is classified as a Chain.

4. Any operation with less than 11 stores was classified as Independent.

Data: 1968

Limitations of the Study

Middle managers used in the study were those who were available in the firm at the time the interviewer was there. Although the date and time of the interviews for a store were known in advance, it still meant that personnel not in the store (for various reasons including day, morning, or afternoon off, in branch store, buying or engaged in an inflexible work assignment at the time) were not included in the sample. Executives were asked to select, from those middle managers available, a representative group as to age, sex, seniority, work assignment, and other factors that might be in operation in that particular store. There is no reason to believe that this was not done; however, the limitation described above would still be applicable.

It is possible that certain biases exist in the findings because of the willingness of certain stores to participate. For example, chain stores tended to cooperate fully and also tended to have a high degree of consistency of belief from store to store because of company policy and training. Also, stores frequently used for research by universities may have responded more or less readily than stores less frequently asked to participate. The geographic distribution of the study, East North Central states, might be construed to be a limitation; however, a validating study[30] of a random sample of 33 department stores drawn from all geographic areas of the United States produced results on selected questions that were not significantly different from the findings of this report.

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[30] Michael Opacich. "The Nature and Scope of Middle Management in Retail Department Stores," Master's Paper, Madison: University of Wisconsin, 1968.

CHAPTER 3

FUNCTIONS, TASKS, AND QUALITIES OF MIDDLE MANAGEMENT

The descriptive view of retail department store middle management is gained from viewing the job rather than the person. The functions, tasks, and qualities provide this view and hopefully illuminate something of the middle management job. To obtain the data, certain questions were asked of the respondents. Those questions are indicated as each portion of the data is presented in this chapter. The chapter is concluded with a profile of the typical middle manager.

Functions of Middle Management

The question which produced the responses treated here was question 10 of the Executive Interview Schedule (Appendix E), and was recorded on the supplementary sheet shown in Appendix G. The executive managers were asked the question "In terms of the following functions, how would you characterize the average middle-management position in your establishment?" The executive was then given the supplementary sheet and asked to mark the degree to which each function was presented in the average middle management position in that store. The question was not asked of the middle manager respondents.

Combined Results

The responses of all 81 executives is shown in Table 4. The figure in the upper left of each cell represents the raw frequency distribution while the figure in the lower right is the percentage of that frequency. Thus, with the first function, "Freedom to Make Decisions," 51 executives, or 63.0 percent, indicated that in their firm the average middle manager had "extensive" freedom to make decisions--26 executives, or 32.1 percent, indicated "some," and 4, or 4.9 percent, indicated "little." From the composite picture presented by Table 4, the position of middle management might be described as one involving extensive responsibility for the work of others, considerable freedom to make decisions, accountability for profit, moderately extensive scope in planning activities, some hiring and firing of subordinates, and little to some participation in policy making.

Table 4

POSITION OF MIDDLE MANAGEMENT IN TERMS OF FUNCTIONS AS INDICATED BY 81 EXECUTIVE RETAIL MANAGERS

FUNCTION	EXTENSIVE	SOME	LITTLE	NONE	TOTAL
Freedom to make Decisions	51 63 %	26 32.1%	4 4.9%		81 100.0%
Scope in Planning Activities	37 45.7%	37 45.7%	7 8.6%		81 100.0%
Participation in Policy Making	6 7.4%	35 43.2%	28 34.6%	12 14.8%	81 100.0%
*Accountability for Profit	43 53.1%	28 34.6%	5 6.2%	4 4.9%	80 98.8%
Hiring and Firing Subordinates	21 25.9%	32 39.5%	16 19.8%	12 14.8%	81 100.0%
Responsibility for the Work of others	62 76.5%	15 18.5%	3 3.7%	1 1.2%	81 100.0%

* One executive did not respond to this portion of the question.

Data: 1968

Large Store Versus Small Store

For the purposes of this study large stores were defined as those having 250 or more full-time equivalent employees. Small stores were those having less than 250 full-time equivalent employees. Responses of 41 executives from large stores are shown in Table 5. Responses of 40 executives of small stores are shown in Table 6.

In comparing the responses of the executives of large and of small stores, the greatest area of disagreement was in the function, "Accountability for Profit." Of the large store executives, 73.2 percent indicated "extensive," and 26.8 percent indicated "some" accountability for profit as a middle management function. (Table 5) Of the small store executives, 32.5 percent indicated "extensive," 42.5 percent "some," 12.5 percent "little," and 10.0 percent "none." (Table 6) In subjecting these data to statistical tests of agreement, the Kruskal Gamma produced a -.72 order relationship and the Kendal Tau test produced -.46 (Table 7). An explanation of these tests of association may be found in Appendix O.

A reverse relationship exists for the function of "Hiring and Firing Subordinates." Of the large store executives, 9.8 percent indicated "extensive," 53.7 percent "some," 22.0 percent "little," and 14.6 percent "none," of the middle managers having this function. On the other hand, 42.5 percent of the small store executives indicated "extensive," 25.0 percent "some," 17.5 percent "little," and 15.0 percent "none," on this function. Statistical tests produced a Gamma .31 and a Tau .24 relationship. (Table 7)

Chain Versus Independent

The 42 stores included in this study were classified as "chain" or "independent." A store was classified as a chain in the context of this study if it was one of 11 or more stores conducted under the same ownership. Sixty-seven of the respondents were from chain stores by this definition, the remaining 14 respondents were from independent stores. The responses to the question on functions; "In terms of the following functions, how would you characterize the average middle management position in your establishment?"; from the chain store executives are shown in Table 8 and those of the independent store executives are shown in Table 9.

The function "Freedom to Make Decisions" presents a contrast between chain and independent stores. Of the chain store executives, 67.2 percent reported "Extensive" for this function and the independent store executives reported 42.9 percent. This represents the greatest difference between the two respondent groups in the "Extensive" column. The biggest difference in the "some" column is also for this same function. Here the chain store executives indicated 26.9 percent and the independent store executives indicated 57.1 percent. While middle managers have extensive freedom to make decisions with chain stores, the middle managers in independent stores have a somewhat greater opportunity to be involved in policy making.

Table 5

POSITION OF MIDDLE MANAGEMENT IN TERMS OF FUNCTIONS AS INDICATED BY 41 EXECUTIVES OF LARGE* DEPARTMENT STORES

FUNCTION	EXTENSIVE	SOME	LITTLE	NONE
Freedom to make Decisions	27 65.9%	13 31.7%	1 2.4%	-
Scope in Planning Activities	19 46.3	21 51.2	1 2.4	-
Participation in Policy-Making	1 2.4	17 41.5	19 46.3	4 9.8
Accountability for Profit	30 73.2	11 26.8	-	-
Hiring and Firing	4 9.8	22 53.7	9 22.0	6 14.6
Responsibility for Work of others	30 73.2	10 24.4	1 2.4	-

*Large = 250 or more employees

Data: 1968

Table 6

POSITION OF MIDDLE MANAGEMENT IN TERMS OF FUNCTIONS AS INDICATED BY 40 EXECUTIVES OF SMALL * DEPARTMENT STORES

FUNCTION	EXTENSIVE	SOME	TITLE	NONE
Freedom to make Decisions	24 60.00%	13 32.5%	3 7.5%	
Scope in Planning Activities	18 45.00%	16 40.0%	6 15.0%	
Participation in Policy Making	5 12.5 %	18 45.0%	9 22.5%	8 20.0%
**Accountability for Profit	13 32.5 %	17 42.5%	5 12.5%	4 10.0%
Hiring and Firing Subordinates	17 42.5 %	10 25.0%	7 17.5%	6 15.0%
Responsibility for Work of Others	32 80.00%	5 12.5%	2 5.0%	1 2.5%

* Small = Less than 250 employees

** One executive did not respond to this portion of the question.

Data: 1968

Table 7

STATISTICAL TESTS OF AGREEMENT BETWEEN EXECUTIVE MANAGERS BY STORE SIZE AND BY TYPE OF OPERATION ON THE STRUCTURE OF THE MIDDLE MANAGEMENT POSITION IN TERMS OF FUNCTIONS

	LARGE VS. SMALL STORES			CHAIN VS. INDEPENDENT		
FUNCTION	GAMMA	TAU-C	DXY DYX	GAMMA	TAU-C	DXY DYX
Freedom To Make Decisions	-.15	-.07	-.07 -.07	-.37	-.12	-.12 -.21
Scope In Planning Activities	-.14	-.08	-.07 -.08	-.31	-.10	-.09 -.18
Participation In Policy-Making	.15	.11	.08 .11	.16	.06	.05 .11
Accountability For Profit	-.72	-.46	-.40 -.46	-.35	-.12	-.10 -.22
Hiring And Firing Of Subordinates	.31	.24	.17 .24	.06	.02	.02 .04
Responsibility For The Work Of Others	.14	.05	.07 .05	-.33	-.08	-.11 -.15

Data: 1968

Table 8

POSITION OF MIDDLE MANAGEMENT IN TERMS OF FUNCTIONS AS INDICATED BY 67 EXECUTIVES OF CHAIN *DEPARTMENT STORES

FUNCTION	EXTENSIVE	SOME	LITTLE	NONE
Freedom to make Decisions	45 67.2%	18 26.9%	4 6.0%	-
Scope in Planning Activities	33 49.3	28 41.8	6 9.0	-
Participation in Policy Making	4 6.0	29 43.3	24 35.8	10 14.9
Accountability for Profit	38 56.7	23 34.3	3 4.5	3 4.5
Hiring and Firing Subordinates	16 23.9	28 41.8	14 20.9	9 13.4
Responsibility for Work of Others	53 79.1	11 16.4	2 3.0	1 1.5

*A store is classified as a Chain in the context of this study if it is one of more than 11 or more stores in the operation.

Data: 1968

Table 9

POSITION OF MIDDLE MANAGEMENT IN TERMS OF FUNCTIONS AS INDICATED BY 14 EXECUTIVES OF INDEPENDENT *DEPARTMENT STORES

FUNCTION	EXTENSIVE	SOME	LITTLE	NONE
Freedom to make Decisions	6 42.9%	8 57.1%		
Scope in Planning Activities	4 28.6	9 64.3	1 7.1	
Participation in Policy Making	2 14.3	6 42.9	4 28.6	2 14.3
**Accountability for Profit	5 35.7	5 35.7	2 14.3	1 7.1
Hiring and Firing Subordinates	5 35.7	4 28.6	2 14.3	3 21.4
Responsibility for Work of Others	9 64.3	4 28.6	1 7.1	

*For purposes of this study, a store is classified as independent if the organization has less than 11 stores.

**One Executive did not respond to this portion of the question.

Data: 1968

The function with the next greatest difference in rating is that of "Scope in Planning Activities." The same pattern is found here with the chain store executives indicating the function "Extensive," 49.3 percent more than independent store executives, 28.6 percent; but the independent store executives reporting 64.3 percent "some" and the chain store executives only 41.8 percent.

"Accountability for Profit" was a function judged to be more "extensive" of middle management by chain store executives, 56.7 percent, than by independent store executives, 35.7 percent; however, their ratings were almost identical for the "some" column. Agreement on other functions was reasonably close. The calculations of the Gamma and Tau statistics for all functions are shown in Table 7. Order relationships on chain versus independent did not exceed a Gamma of -.37, which was on the function "Freedom to Make Decisions."

Graphic Presentations

To permit visualization of the middle management's functional relationships, two sets of figures have been created and are presented as Figure 1 and Figure 2.

Figure 1 presents circle graphs with the functions proportioned, as indicated under "Extensive," by large store executives and by small store executives. Figure 2 presents circle graphs with the functions proportioned, as indicated under "Extensive," but by chain store and by independent store executives. It should be remembered that the data in these graphs presents only one of the columns of Tables 5, 6, 8, and 9. However, they do represent the upper level of classification and, as such, do indicate the optimum expectation of responsibility for retail department store middle management.

Tasks of Middle Management

Utilizing a technique similar to that followed in obtaining the functional picture of the middle management position, the middle manager respondents were asked, "How would you describe your job in terms of the time spent on the following tasks?" (Question 17, Incumbent Interview Schedule, Appendix F). Each respondent was given a separate sheet (Appendix H) on which was printed the above question, the twelve tasks, and a scale to indicate the proportion of time in three categories: "most time," "in-between," and "least time." Respondents were instructed to select only four of the tasks for each category.

Time Devoted to Tasks

The results, drawn from the responses of 123 middle managers, are shown in Table 10 and Figure 3. From Table 10, it can be seen that the single task judged to demand most time was that of Merchandise Control, 77.1 percent. The task judged to require most time was that of Merchandise Selection and Buying, 66.7 percent. The most frequently checked task under the "Least Time" column was that of Pricing, 58.5 percent.

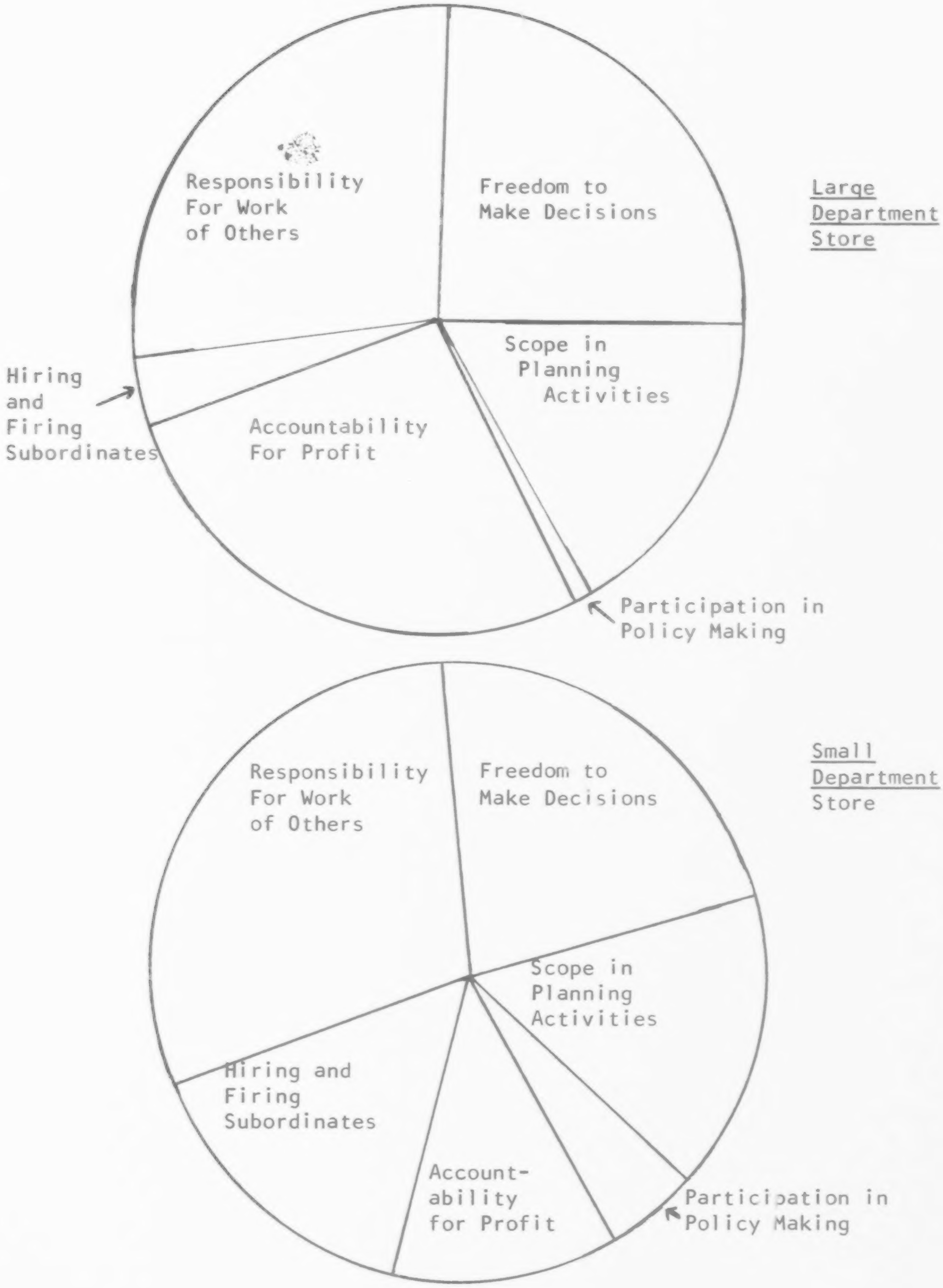
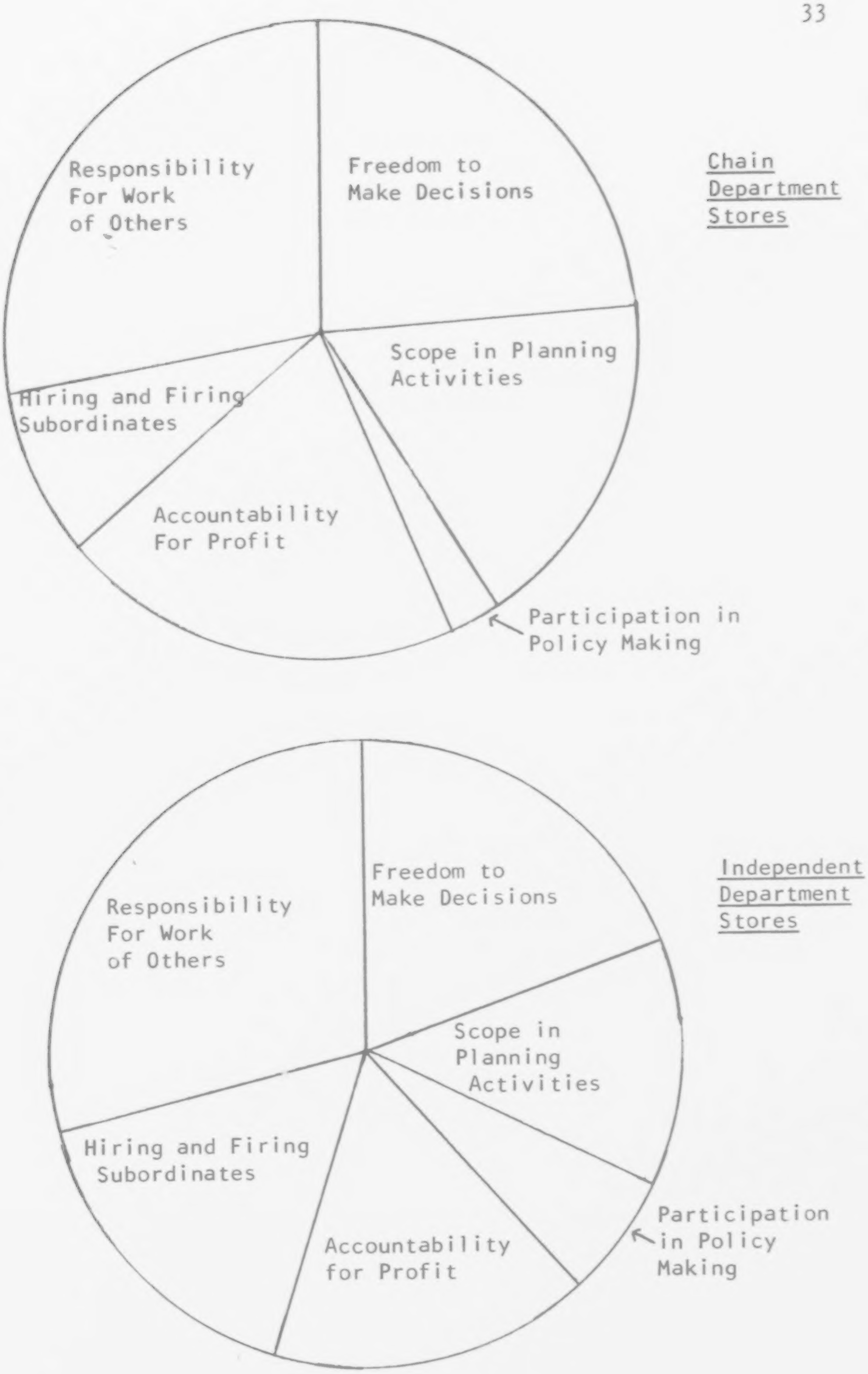


Figure 1
Middle Management Functions Proportioned as "Extensive" for Large and Small Stores



Chain Department Stores

Independent Department Stores

Figure 2

Middle Management Functions Proportioned as "Extensive" for Chain and Independent Stores

Table 10

POSITION OF MIDDLE MANAGEMENT IN TERMS OF PROPORTION OF TIME DEVOTED TO INDIVIDUAL TASKS -- AS REPORTED BY 123 MIDDLE* MANAGERS

	PROPORTION OF TIME SPENT		
TASK	MOST	IN-BETWEEN	LEAST
Personnel Duties	39 32.0%	47 38.5%	36 29.5%
Merchandising Selection and Buying	80 66.7%	17 14.2%	23 19.2%
Merchandise Control	91 77.1%	12 10.2%	15 12.7%
Receiving and Checking	20 16.8%	32 26.9%	67 56.3%
Pricing	20 16.9%	29 24.6%	69 58.5%
Promotion	59 50.0%	47 39.8%	12 10.2%
Personal Selling	29 24.4%	48 40.3%	42 35.3%
Customer Service	49 40.5%	52 43.0%	20 16.5%
Housekeeping	15 12.5%	46 38.3%	59 49.2%
Budgets	24 20.0%	52 43.3%	44 36.7%
Performance Analysis	29 24.2%	58 48.3%	33 27.5%
Attending Meetings and Conferences	11 9.4%	38 32.5%	68 58.1%

*Some middle managers in non-merchandising positions did not respond to all tasks.

Data: 1968

Figure 3 presents the same data but shows only the "most" and "least" in bar graph form. The bars on the left represent the percentage of respondents who included it among the four tasks at which they spend the least amount of time. The area between the right and left bars represents that portion of respondents who indicated it as "in-between." If this percentage was present in the table, the total reading from left to right would add to 100 percent. As an example, 77.1 percent of the respondents indicated "Merchandise Control" as one of the four tasks at which they spent most of their time, while 12.7 percent included it among the tasks at which they spent the least amount of time. The area between the bars represents the 10.2 percent of the respondents who included it among those in the category "in-between." From this graph certain comparisons of interest may be made. For example, about the same number of middle managers checked Personnel Duties "most" (32.0 percent) as "least" (29.5 percent). It should be noted that of the 123 middle managers, six were in predominantly non-merchandising position and, consequently, did not respond to all tasks listed.

Large Stores Versus Small Stores

Tables 11 and 12 contain a tabulation of the responses of middle managers from large and small stores respectively. Of the four tasks, on which the majority indicated they spent most time, "Promotion" is the task which represents the greatest area of possible disagreement between respondents from large stores (66.1 percent) and respondents from small stores (33.9 percent).

Personal selling appears to require less time of the large store middle manager, 11.7 percent indicating "most," than of the small store middle managers, 37.3 percent indicating "most." The task of housekeeping was checked more frequently by small store middle managers (16.9 percent) than by large store respondents (8.2 percent). Overall the patterns of large versus small are quite similar. Of the 36 cells, variations of 5 percentage points or less exist in 12 of the cells, and 11 percentage points or less variation exist in 23 of the cells.

Chain Versus Independent

Tables 13 and 14 contain a tabulation of the responses of middle managers separated as to form of store organization. In comparing the results according to type of store operation, the chains tend to follow the pattern of the large stores, while independents tend to follow the pattern of small stores. The greatest difference is still found on the task of promotion, followed by the task of Receiving and Checking. Chain store respondents indicated "most" time in Promotion, 54.0 percent, while only 27.8 percent of the independent store respondents indicated "most." Chain store respondents indicated "least" on Receiving and Checking, 61.0 percent, while six or

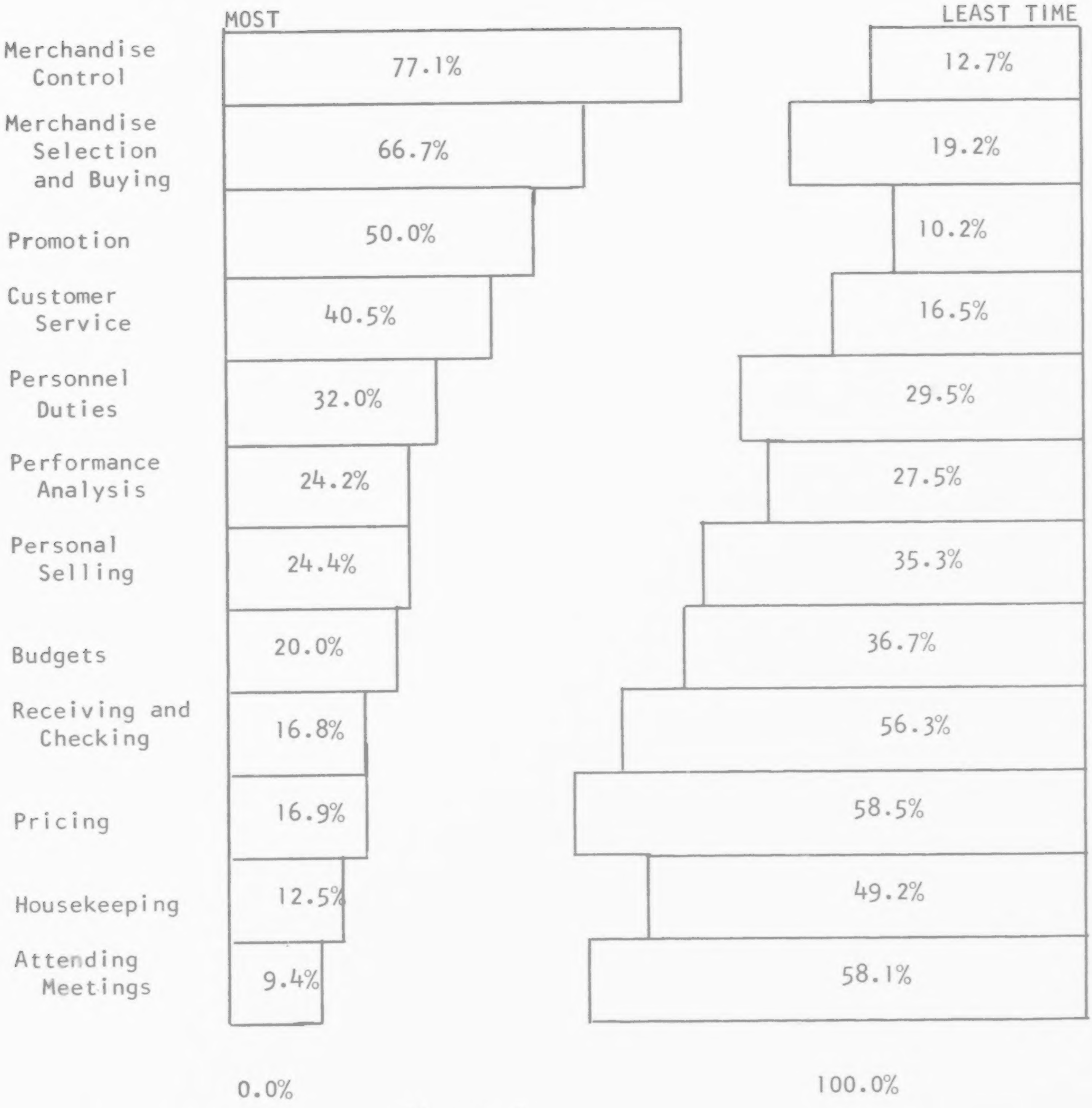


Figure 3

POSITION OF MIDDLE MANAGEMENT IN TERMS OF PROPORTION OF TIME DEVOTED TO INDIVIDUAL TASKS AS REPORTED BY 123 MIDDLE MANAGERS

Data: 1968

Table 11

POSITION OF MIDDLE MANAGEMENT IN TERMS OF TIME DEVOTED TO INDIVIDUAL TASKS -- AS INDICATED BY 63 MIDDLE MANAGERS FROM LARGE DEPARTMENT STORES

TASK	PROPORTION OF TIME SPENT					
	MOST		IN-BETWEEN		LEAST	
Personnel Duties	18	29.0%	27	43.6%	17	27.4%
Merchandising Selection and Buying	45	73.7	8	13.1	8	13.1
Merchandise Control	49	81.7	4	6.7	7	11.7
Receiving and Checking	6	10.0	15	25.0	39	65.0
Pricing	6	10.0	19	31.7	35	58.3
Promotion	39	66.1	19	32.2	1	1.7
Personal Selling	7	11.7	27	45.0	26	43.3
Customer Service	25	40.9	24	39.3	12	19.8
Housekeeping	5	8.2	25	40.9	31	50.9
Budgets	13	21.3	30	49.2	18	27.9
Performance Analysis	15	24.6	29	47.5	17	27.9
Attending Meetings and Conferences	8	13.6	16	27.1	35	59.3

* Some Middle-Managers in non-merchandising positions did not respond to all tasks.
Data: 1968

Table 12

POSITION OF MIDDLE MANAGEMENT IN TERMS OF TIME DEVOTED TO INDIVIDUAL TASKS--AS INDICATED BY 60 MIDDLE MANAGERS FROM SMALL DEPARTMENT STORES

	PROPORTION OF TIME SPENT		
TASK	MOST	IN-BETWEEN	LEAST
Personnel Duties	21 35.0%	20 33.3%	19 31.7%
Merchandise Selection and Buying	35 59.3%	9 15.3%	15 25.4%
Merchandise Control	42 72.4%	8 13.8%	8 13.8%
Receiving and Checking	14 23.7%	17 28.8%	28 47.5%
Pricing	14 24.1%	10 17.2%	34 58.7%
Promotion	20 33.9%	28 47.5%	11 18.6%
Personal Selling	22 37.3%	21 35.6%	16 27.1%
Customer Service	24 40.0%	28 46.7%	8 13.3%
Housekeeping	10 16.9%	21 35.6%	28 47.5%
Budgets	11 18.6%	22 37.3%	26 44.1%
Performance Analysis	14 23.7%	29 49.2%	16 27.1%
Attending Meetings and Conferences	3 5.2%	22 37.9%	33 56.9%

*Some middle managers in non-merchandising positions did not respond to all tasks.

Data: 1968

Table 13

POSITION OF MIDDLE MANAGEMENT IN TERMS OF TIME DEVOTED TO INDIVIDUAL TASKS AS INDICATED BY 102 MIDDLE MANAGERS FROM CHAIN DEPARTMENT STORES

		PROPORTION OF TIME SPENT					
TASK	(N)	MOST		IN-BETWEEN		LEAST	
Personnel Duties	102	32	31.4%	41	40.2%	29	28.4%
Merchandise Selection And Buying	101	70	69.3	14	13.9	17	16.8
Merchandise Control	101	78	77.2	9	8.9	14	13.9
Receiving and Checking	100	14	14.0	25	25.0	61	61.0
Pricing	100	15	15.0	26	26.0	59	59.0
Promotion	100	54	54.0	38	38.0	8	8.0
Personal Selling	100	22	22.0	44	44.0	34	34.0
Customer Service	101	41	40.6	45	44.5	15	14.9
Housekeeping	101	12	11.9	41	40.6	48	47.5
Budgets	101	19	18.8	45	44.6	37	36.6
Performance Analysis	102	26	25.5	47	46.1	29	28.4
Attending Meetings and Conferences	96	9	9.4	30	31.3	60	62.5

*Some middle managers in non-merchandising positions did not respond to all tasks.

Data: 1968

Table 14

POSITION OF MIDDLE MANAGEMENT IN TERMS OF TIME DEVOTED TO INDIVIDUAL TASKS AS INDICATED BY 21 MIDDLE MANAGERS FROM INDEPENDENT DEPARTMENT STORES

		PROPORTION OF TIME SPENT		
TASK	(N)	MOST	IN-BETWEEN	LEAST
Personnel Duties	20	7 35.0%	6 30.0%	7 35.0%
Merchandise Selection and Buying	19	10 56.6	3 15.8	6 31.6
Merchandise Control	17	13 76.5	3 17.7	1 5.9
Receiving and Checking	19	6 31.6	7 36.8	6 31.6
Pricing	18	5 27.8	3 16.7	10 55.6
Promotion	18	5 27.8	9 50.0	4 22.2
Personal Selling	19	7 36.8	4 21.1	8 42.1
Customer Service	20	8 40.0	7 35.0	5 25.0
Housekeeping	19	3 15.8	5 26.3	11 57.9
Budgets	19	5 26.3	7 36.8	7 36.8
Performance Analysis	18	3 16.7	11 61.1	4 22.2
Attending Meetings and Conferences	18	2 11.1	8 44.4	8 44.4

*Some middle managers in non-merchandising positions did not respond to all tasks.

Data: 1968

31.6% independent respondents indicated "least." Of the 36 cells, variations of 5 percentage points or less exist in 8 of the cells and an 11 percentage point or less variation in 21 of the cells. It should be noted that the independent store respondents numbered only 21, and extra care should thus be taken in any interpretations made from this data.

Tests of Agreement

The calculations of the Gamma and Tau statistics for tasks, as reported by respondents from large stores and small stores and for chain stores and independents, are displayed in Table 15. The differences already noted on the tasks of Promotion and Personal Selling are confirmed. The consistency across all comparison of the tasks Personnel Duties, Performance Analysis, Customer Service, and Attending Meetings and Conferences should be noted.

Personal Qualities of Middle Managers

Any inquiry into department store middle management would be incomplete without some examination of the personal qualities an individual should possess to enable him to effectively respond to the demands of his position. In order to obtain this insight, a list of selected personal qualities was prepared. (Item 11, Executive Interview Schedule and Item 16, Incumbent Interview Schedule, Appendixes E and F.) The list contained ten personal qualities which were considered assets, particularly for persons who must work in the retail environment. Recognizing that all the personal qualities might be considered desirable, the task was to rank them in the order of their relative importance. The respondents were asked to check five personal qualities they considered most important for effective performance in a middle management position. They were also given the option of specifying other personal qualities not listed.

Top Five Qualities

Table 16 shows the tabulated responses of 81 Executives and 123 Middle Managers relative to personal qualities desired in middle managers. "Willingness to Assume Responsibility" was included among the five most important qualities by the largest percentage of both executives, 92.5 percent, and middle managers, 92.7 percent. Next in importance, "Integrity and Loyalty," was checked by 73.7 percent of the executives and 58.5 percent of the middle managers. "Ability to Inspire" was in third position by the executives, 61.2 percent, but in fourth place according to middle managers. "Energy and Vitality" was in fourth position on the executives' list and in fifth place on the middle managers' list. The middle managers had "Mental Alertness" in third position with 54.5 percent indicating that quality among the top five. Executives had "Mental Alertness" tied with "Willingness to Cooperate" for fifth place.

Table 15

STATISTICAL TESTS OF AGREEMENT AMONG MIDDLE MANAGERS ON THE STRUCTURE OF THE MIDDLE MANAGEMENT POSITIONS IN TERMS OF PROPORTION OF TIME SPENT ON INDIVIDUAL TASKS - - BY SIZE OF STORE AND TYPE OF OPERATION

	LARGE VS. SMALL STORES			CHAIN VS. INDEPENDENT		
TASKS	GAMMA	TAU-C	DXY DYX	GAMMA	TAU-C	DXY DYX
Personnel duties	.02	.01	.01 .01	-.03	-.01	-.01-.02
Merchandise selection and buying	-.31	-.16	-.16-.16	-.33	-.10	-.10-.18
Merchandise control	-.22	-.09	-.11-.09	.03	.01	.01 .01
Receiving and checking	.35	.21	.18 .21	.48	.17	.15 .32
Pricing	.10	.06	.05 .06	.14	.04	.04 .08
Promotion	-.60	-.37	-.32-.37	-.48	-.16	-.14-.31
Personal Selling	.42	.29	.22 .29	.05	.02	.01 .03
Customer Service	.05	.03	.02 .03	-.10	-.04	-.03-.07
Housekeeping	.12	.07	.06 .07	-.12	-.04	-.03-.07
Budgets	-.21	-.13	-.10-.13	.07	.02	.02 .05
Performance Analysis	.00	.00	.00 .00	-.03	-.01	-.01-.02
Attending Meetings and Conferences	-.02	-.01	-.01-.01	.26	.08	.07 .15

Data: 1968

Table 16

DESIRED PERSONAL QUALITIES OF MIDDLE MANAGERS CONSIDERED MOST IMPORTANT BY 81 EXECUTIVES AND 123 MIDDLE MANAGERS

PERSONAL QUALITIES	EXECUTIVES	MIDDLE MANAGERS
Energy and Vitality	40 50.0%	62 50.4%
Willingness to Assume Responsibility	74 92.5%	114 92.7%
Willingness to Cooperate	35 43.8%	56 45.5%
Ability to Inspire	49 61.2%	65 52.8%
Integrity and Loyalty	59 73.7%	72 58.5%
Dynamic Enthusiasm	23 28.8%	43 35.0%
Concern for Individuals	28 35.0%	50 40.7%
Mental Alertness	35 43.8%	67 54.5%
Perseverance	20 25.0%	28 22.8%
Diplomacy	21 26.3%	50 40.7%
Other	5 6.3%	4 3.3%

CHISQ = 8.225 (10 Degrees of Freedom) NOT SIGNIFICANT AT .05 LEVEL
Data: 1968

Last Five Qualities

The ranking of the last five qualities, in their relative order of importance ("Willingness to Cooperate," "Concern for Individuals," "Dynamic Enthusiasm," "Diplomacy," and "Perseverance") indicated that in all but the last, "Perseverance," the middle managers tended to rank that quality higher than the executives. Despite the apparent disagreement, the Chi Square test of significance of 8.225 with 10 degrees of freedom, was not significant at the .05 level. The data is presented pictorially in Figure 4.

Executive-Middle Management Agreement

The consistency of agreement between the executive group and the middle management group is very high, overall and on an item to item basis. On only three of the personal qualities do the respondent groups vary by more than 10 percentage points. Diplomacy and Mental Alertness were more frequently checked as desired by middle managers, whereas Integrity and Loyalty was more frequently checked as a desired quality by executive respondents. There are several reasons which, individually or in combination, may attribute to the high agreement level.

Selection procedures for middle management personnel may screen out those individuals who hold radically different values about personal qualities. Training procedures followed in the department stores may inculcate the value system reflected in the respondent patterns observed in this study. A third reason might be that in the work of middle management these qualities, in the approximate order found, are basically inherent and with even a minimum employment period at the middle level become very obvious to personnel. The nature of life and work being what it is, a combination of these and possibly other reasons probably lead to the high level of agreement found here. However, if one dominant reason were to be selected, it would be that these qualities are inherently required by the nature of the middle management job in retail department stores.

Description of Middle Managers

Of the seventeen questions asked of the middle managers interviewed for this study, thirteen dealt with descriptive information that would help characterize the middle management position. It should be clearly understood that the following data is on the middle managers responding to the study. They were selected by random process and should approximate the middle management group in retail department stores. The data is on the respondent group. The profile which follows describes the typical middle manager.

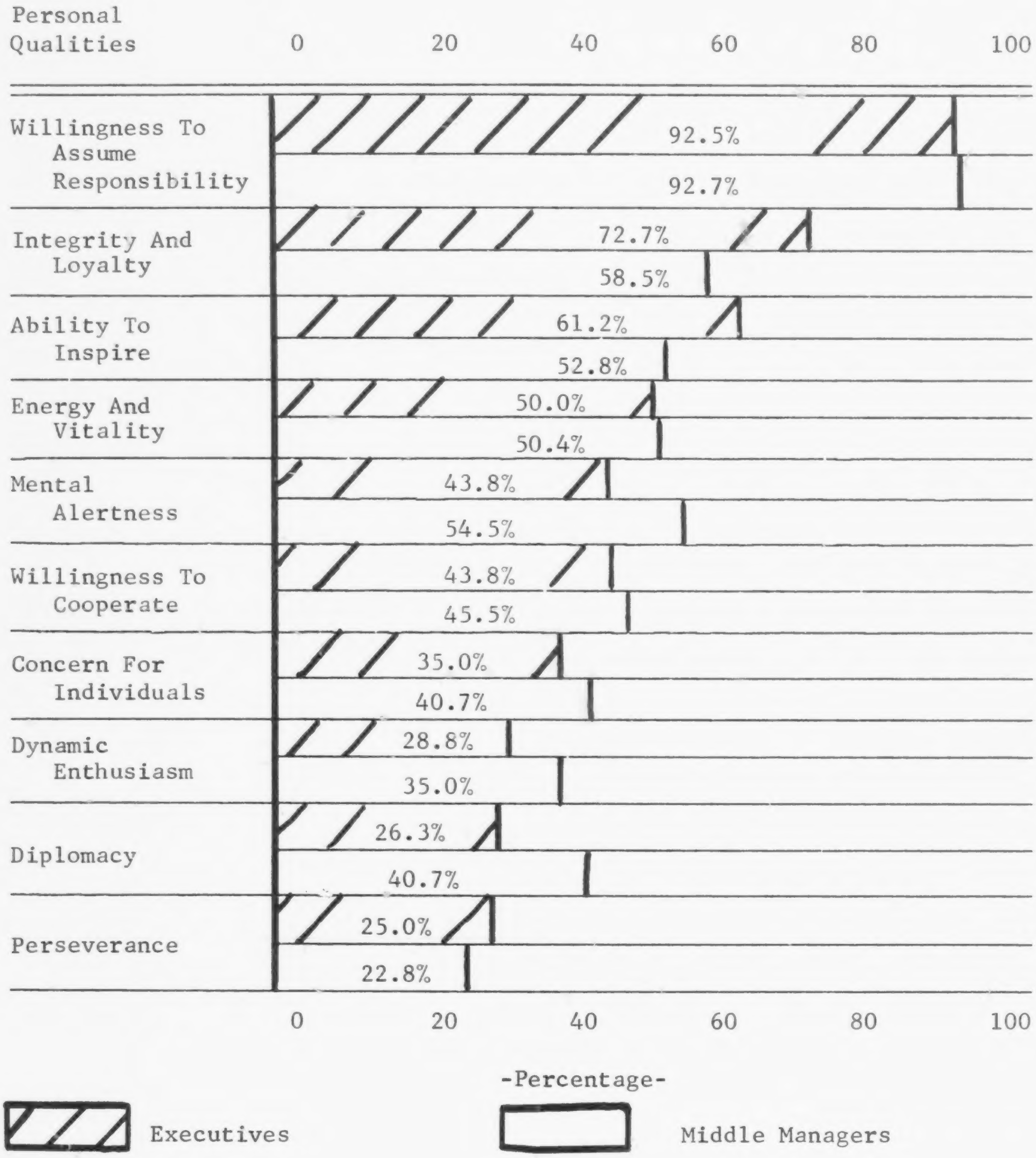


Figure 4

IMPORTANCE OF SELECTED PERSONAL QUALITIES TO EFFECTIVE PERFORMANCE IN MIDDLE MANAGEMENT IN RETAIL MERCHANDISING -- AS REPORTED BY 81 EXECUTIVES AND 123 MIDDLE MANAGERS

Data: 1968

Age and Sex

The age and sex of the 123 middle managers who participated in this study are indicated in Table 17. The ages range from 20 to 62 years, with the median being 31.4 years. Over half of the males were 35 years or under while less than 30 percent of the females fell in that age grouping.

Education

Table 18 describes the education level of the middle manager respondents, and compares them on the basis of store size. About 58 percent of the middle managers employed by large stores had attained a bachelor's degree or higher. By contrast, less than 20 percent of those employed by small stores had attained this level of education. The difference in education level between those employed by the large stores and those employed by the small stores was found significant at the .01 level.

Prior Work Experience

Approximately 75 of the middle managers had had prior work experience before coming with their present company. Of those with prior work experience, about half had been engaged in work associated with merchandising. The number of middle managers with prior work experience is shown in Table 19.

Circumstances of Initial Employment

A question frequently asked by retailers is "How do you get or find middle managers?" A similar question frequently raised by potential retail workers is "How do I get a middle management job?" To gain insight into these concerns, data was collected regarding circumstances of initial employment with the present firm. Table 20 shows the data in total and for large and small store middle managers. The greatest percentage of middle manager respondents initiated the contact with the employing store (30.1). The second most frequent initiation was through personal referral (24.4), wherein an acquaintance encouraged initial contact with the store. The least frequently mentioned circumstance, of those that could be classified, was employment through an employment agency (3.3). Additional detail on this data is given in Appendix T.

Length of Present Employment

The range of tenure with the present employer ranged from less than a year to 42 years (Table 21). The median period of employment for middle managers was 5.157 years. The years of employment of large store and small store middle managers were not dissimilar nor were the patterns of chain store managers and independent store middle managers.

Table 17

AGE AND SEX OF MIDDLE MANAGERS AS REPORTED BY 123 MIDDLE MANAGERS

AGE GROUP	TOTAL	MALES	FEMALES
20-25 Years	19 15.4%	18 94.7%	1 5.3%
26-30	39 31.7%	36 92.3%	3 7.7%
31-35	14 11.4%	11 78.6%	3 21.4%
36-40	12 9.8%	8 66.7%	4 33.3%
41-50	17 13.8%	11 64.7%	6 36.3%
51-60	19 15.4%	13 68.4%	6 31.6%
61 and over	3 2.5%	2 66.7%	1 33.3%
TOTALS	123 100.0%	99 80.5%	24 19.5%

Median 31.43 years

CHISQ of 12.24 with 6df is not significant at .05 level.

Data: 1968

Table 18

EDUCATION LEVEL OF MIDDLE MANAGERS BY STORE SIZE
AS REPORTED BY 123 MIDDLE MANAGERS

		STORE SIZE	
EDUCATIONAL LEVEL	ALL	LARGE	SMALL
Below High School	3 2.4%	1 1.52%	2 3.51%
High School	43 34.96	16 24.2	27 47.36
Up to 1 Year of College	8 6.5	1 1.52	7 12.3
Up to 2 Years of College	12 9.8	3 4.54	9 15.8
Two -Year Associate Degree	3 2.4	1 1.51	2 3.51
Up to 3 Years of College	6 4.9	3 4.54	3 5.26
Up to 4 Years of College	1 .81	1 1.51	
Bachelors Degree	43 34.96	34 53.03	9 15.8
Master's Degree	4 3.25	3 4.54	1 1.75
ALL	123 100.00	66 100.00	57 100.00

CHISQ = 26.60, 7df, significant at .01 level.

Data: 1968

Table 19

PRIOR WORK EXPERIENCE AS REPORTED BY 123 MIDDLE MANAGERS BY STORE SIZE

	TOTAL	LARGE	SMALL
Those who held prior jobs	94 76.4%	49 39.8%	45 36.6%
Those with prior merchandising jobs	63 51.2%	31 25.2%	32 26.0%

Data: 1968

Table 20

CIRCUMSTANCES OF INITIAL EMPLOYMENT WITH PRESENT STORE AS REPORTED BY 123 MIDDLE MANAGERS

	TOTAL		LARGE		SMALL	
Incumbent initiated contact-- Walk-in	37	30.1%	21	17.1%	16	13.0%
College Recruitment 4-Year	10	8.1%	9	7.3%	1	.8%
Personal Referral	30	24.4%	10	8.1%	20	16.3%
Part-time Employment While in School	10	8.1%	7	5.7%	3	2.4%
Responded to Ad	12	9.8%	5	4.1%	7	5.7%
Employment Agency	4	3.3%	1	.8%	3	2.4%
*Other	20	16.3%	10	8.1%	10	8.1%
TOTAL	123	100.0%	63	51.2%	60	48.8%

CHISQ = 13.28   6df, Significant at .05 level

Data: 1968

Table 21

YEARS OF EMPLOYMENT WITH PRESENT EMPLOYER AS REPORTED BY 123 MIDDLE MANAGERS

NUMBER OF YEARS	TOTAL	LARGE	SMALL	CHAIN	INDEPENDENT
Up to 2 Years	31	14	17	27	4
3 - 5	35	20	15	30	5
6 - 10	25	15	10	22	3
11 - 20	15	6	9	11	4
21 and over	17	8	9	12	5
TOTAL	123	63	60	102	21

Range from less than a year to 42 years

$$\text{Median} = 2.5 + \frac{62 - 31}{35} \times 3 = 5.157$$

Data: 1968

Personnel Supervised

In order to determine scope of responsibilities of middle management one question asked pertained to the number of individuals directly supervised by middle managers. The number of personnel supervised typically fell within the six to ten range with the median being 7.26. (Table 22) Seventy-one, or approximately 58 percent, of the 123 middle managers were responsible for direct supervision of at least one to ten individuals. Approximately 35 percent of the middle managers in the small stores supervised between one and five individuals, compared to 22 percent in the large stores; however, 34 percent of the middle managers in the large stores supervised between six to ten individuals, as compared to 26 percent for middle managers in the small stores.

Promotional Expectations

One of the significant questions which the study attempted to answer was, "How did the incumbents view the job of middle management in retail merchandising--was it viewed as a stepping stone to higher management positions or was it considered to be a terminal position?" The corporate viewpoint was expected to be reflected in its recruiting practices and its executive management training programs and policies. In an effort to find out what middle managers' views were on this point, the respondents were asked, "Do you anticipate promotion into an executive management position?" The responses were categorized by age group and education level of the respondents and by the size and type of operation of the store in which they were employed. In Table 23, the executive promotional expectations of middle managers are reflected by age group. The apparent trend is that the younger the age group, the more optimistic is the promotional expectations. This relationship is expressed by the Somers' correlations of DXY .39 and DYX .72. Just as significant as age group relationship is the relationship between education level and promotional expectations as depicted in Table 24. Here it may be observed that the promotional expectations increase as the education level increases and is reflected by a Somers' correlation of DXY of -.27 and DYX of -.50.

Table 25 shows the promotional expectations of middle managers according to store size and the type of operation. Of the respondents from large stores, approximately 84 percent revealed that they expected to be promoted, while from the small stores only about 58 percent responded affirmatively. When analyzed on the basis of type of store operation, about 77 percent of the respondents from "chain" store operation held such expectations while only 48 percent from the "independent" stores anticipated promotion.

Middle Manager Profile

If a composite picture of the middle manager were to be constructed out of the data from this study, it would look something like this:

Table 22

NUMBER OF PERSONNEL SUPERVISED BY THE MIDDLE MANAGERS AS REPORTED BY 123 MIDDLE MANAGERS BY STORE SIZE

NO. PERSONNEL SUPERVISED	TOTAL	STORE SIZE	
		LARGE	SMALL
None	4 3.3%	2 3.1%	2 3.5%
1 - 5	34 27.6	14 21.5	20 34.4
6 - 10	37 30.1	22 33.7	15 25.8
11 - 15	24 19.5	12 18.5	12 20.7
16 - 20	6 4.9	4 6.2	2 3.5
21 - 30	11 8.9	7 10.8	4 6.9
31 and over	7 5.7	4 6.2	3 5.2
TOTAL	123 100.0	65 100.0	58 100.0

Median = 7.26

Data: 1968

Table 23

EXECUTIVE PROMOTIONAL EXPECTATIONS OF 123 RETAIL MIDDLE MANAGERS AS CATEGORIZED BY AGE GROUPS

AGE GROUP	WILL BE PROMOTED		WILL NOT BE PROMOTED		TOTAL	
20 to 25 Years	19	100.0%	0	0.0%	19	100.0%
26 to 30	36	92.3	3	7.7	39	100.0
31 to 35	10	71.4	4	28.6	14	100.0
36 to 40	9	75.0	3	25.0	12	100.0
41 to 50	9	52.9	8	47.1	17	100.0
51 to 60	5	26.3	14	73.7	19	100.0
61 and over	0	0.0	3	100.0	3	100.0
TOTALS	88	71.5	35	28.5	123	100.0
GAMMA .80						
TAU-C .59						
DXY .39						
DYX .72						

Data: 1968

Table 24

EXECUTIVE PROMOTIONAL EXPECTATIONS OF 123 MIDDLE MANAGERS AS CATEGORIZED BY EDUCATION LEVEL

EDUCATION LEVEL	WILL BE PROMOTED	WILL NOT BE PROMOTED	TOTAL
Below High School	0 0.0%	3 100.0%	3 100.0%
High School Graduate	22 51.2	21 48.8	43 100.0
Up to 1 Year College	6 75.0	2 25.0	8 100.0
Up to 2 Years College	12 100.0	0 0.0	12 100.0
Two-Year Associate Degree	2 66.7	1 33.3	3 100.0
Up to 3 Years College	3 50.0	3 50.0	6 100.0
Up to 4 Years College	1 100.0	0 0.0	1 100.0
Bachelors Degree	38 88.4	5 11.6	43 100.0
Masters Degree	4 100.0	0 0.0	4 100.0
TOTALS	88 71.5	35 28.5	123 100.0
GAMMA	-.63		
TAU-C	-.40		
DXY	-.27		
DYX	-.50		

Data: 1968

Table 25

EXECUTIVE PROMOTIONAL EXPECTATIONS OF MIDDLE MANAGERS ACCORDING TO STORE SIZE AND TYPE OF OPERATION

STORE SIZE	EXPECTS PROMOTION	DOES NOT EXPECT PROMOTION	TOTAL
Large	53 84.1%	10 15.9%	63 100%
Small	35 58.3%	25 41.7%	60 100%
TOTAL	88 71.5%	35 28.5%	123 100%
TYPE OF OPERATION	**EXPECTS PROMOTION**	**DOES NOT EXPECT PROMOTION**	**TOTAL**
Chain	78 76.5%	24 23.5%	102 100%
Independent	10 47.6%	11 52.4%	21 100%
TOTAL	88 100.0%	35 100.0%	123 100%

Data: 1968

The individual would probably be a male under 35 years of age. If employed in a large department store, chances are better than even that he is a college graduate. On the other hand, if he is employed in a small department store, chances are less than one in five that he graduated from college. He has probably been with the present company about five years, and to gain employment there is a better than even chance that the individual either initiated the contact on his own or was referred to the store by an acquaintance; i.e., the store did not initiate the contact. There is approximately a 75 percent probability that he had had prior work experience, and a better than even chance that it had been in a job associated with merchandising.

In his present job he probably supervises between six and ten people, and most of his time is devoted to the tasks of merchandise control, merchandise selection and buying, promotion, and customer service. Part of his work day is devoted to personnel duties, personal selling, analyzing the performance of his department or division, and working with budgets. A smaller portion of his time is spent in receiving and checking, pricing, housekeeping, and attending meetings.

To accomplish these tasks, the middle manager is given extensive responsibility for the work of others, has freedom to make decisions, and is held accountable for profit. His scope in planning activities is moderately extensive, he has some authority to hire and fire subordinates, but participates little in policy-making.

Ideally, the middle manager brings certain personal qualities to the job. He is willing to assume responsibility, has integrity and is loyal to the company. He has the ability to inspire others, is mentally alert and possesses energy and vitality. While not as essential, it would be desirable that the individual demonstrate a willingness to cooperate, have a concern for individuals, possess dynamic enthusiasm and be diplomatic. If the individual has perseverance, it will increase the probability that he can perform effectively as a middle manager.

If the middle manager is with a large chain store, his expectations of promotion to executive level will be considerably higher than if he were in smaller or independent stores. If he has a college education, the expectation of promotion will be very high. The expectation of promotion will decrease as the middle manager grows older.

Job Description

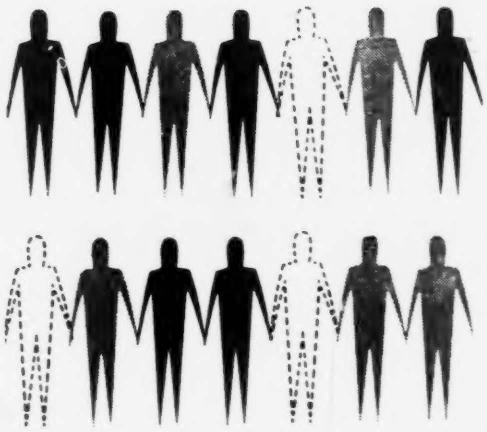
The job description that might evolve from this profile would read as follows:

> "Middle Management Position--Involves considerable responsibility in planning and decision making; must be able to inspire and direct the work of others; must be able to manage merchandise control system and select, buy, promote, and analyze merchandise

lines; should be about mid-twenties in age; may be either male or female; have prior merchandising experience; and some college education is preferred. The more capable individuals may expect frequent promotions within the middle management structure and possible executive promotion in about five years."

CHAPTER 4

DESIRED CHARACTERISTICS AND SOURCE OF PREPARATION



To ascertain what characteristics were most important to effective middle management and what the ideal source of education would be for these characteristics, a 30 item card sort was developed. Both the executives and middle managers were asked to sort the cards, which contained a statement about a characteristic, into order of importance and then again into ideal source of preparation for that characteristic. From this data, many of the findings come that serve as a basis for the numerous observations and questions presented in Chapter 6.

Desired Characteristics

Each respondent was asked to sort the 30 characteristic statements according to how he viewed their importance to successful performance in the middle management position. The statements could be placed in seven categories or piles ranging from "Most Important" to "Least Important" with a controlled distribution such that only three statements could be placed in "Most Important" and only three in "Least Important."

The tabulations of this data are presented in three different forms: rank order, percentages, and weighted means. Comparisons are made between sub-groups and the results of certain statistical tests are provided.

Executives Versus Middle Managers

The Q-Sort results of executives and middle managers are presented in total and by respondent group, in both rank order and percentages. Table 26 provides a comparison of the rank order of the combined Q-Sort and of the respondent groups. The first column contains the number assigned to the individual statements for identification purposes. The complete listing of statement descriptions and number is given in Appendix I. The second column contains the rank order of that statement as calculated from the combined results of executive and middle manager Q-Sort. Thus, card number one was ranked 17th in order of importance, card number two was ranked 21st in order of importance, and so on through to card number thirty which was ranked number 2 in order of importance. Similarly columns three and four give the relative rankings by the executives and middle managers.

The first seven cards in order of their relative importance, based on the combined results, are:

Rank Order	Card Number	Card Statement
1	29	To be able to plan and direct the work of other people.
2	30	To effectively select a merchandise assortment appropriate to store's customers.
3	15	To plan sales, expenses, price lines, inventory methods, and related activities at the department level.
4	20	To be familiar with general principles of retail merchandising.
5	28	To be able to apply the basic principles and techniques of selling.
6	4	To be effective in oral and written communications.
7	12	To analyze the consumer market relative to needs, desires, prices, and products.

A visual inspection of Table 26 indicates general agreement between executives and middle managers as to the order of the first seven cards. Only on card number twelve, ranking 7th in the combined results, is there apparent disagreement. The executives ranked this card in 11th place while the middle managers ranked it in 6th place.

On the low end of the ranking the seven statements appearing last in their relative importance are:

Rank Order	Card Number	Card Statement
30	25	To know how public policy is formed and administered in the United States.
29	23	To be conversant with the cultural and artistic elements of American Society.
28	21	To be able to analyze problems and trends of an urban-industrial society.
26.5	26	To understand the importance of electronic data processing and its influence on business systems.

Table 26

RANK ORDER COMPARISON OF COMBINED Q-SORT RESULTS AND Q-SORT RESULTS OF EXECUTIVES AND MIDDLE MANAGERS SEPARATELY

CARD NUMBER	COMBINED RESULTS	EXECUTIVES	MIDDLE MANAGERS	GAMMA	TAU-C	DXY-DYX
1	17	15	16	-.09	-.07	-.04 -.07
2	21	27	19	.36	.27	.17 .29
3	13	12	12	-.03	-.03	-.02 -.03
4	6	6	7	-.19	-.14	-.09 -.15
5	23	25	22	.06	.04	.03 .04
6	10	8	11	-.09	-.07	-.04 -.07
7	18	19	18	.06	.04	.03 .05
8	9	10	10	.02	.01	.01 .01
9	26.5	26	27	.05	.04	.02 .04
10	14	16	15	.12	.09	.06 .09
11	20	20	20	-.14	-.11	-.07 -.11
12	7	11	6	.23	.18	.11 .18
13	19	18	21	-.22	-.16	-.10 -.17
14	8	7	8	-.01	-.01	-.00 -.01
15	3	5	2	.22	.16	.11 .17
16	15	17	14	.21	.16	.10 .16
17	11	13	9	.12	.09	.06 .09
18	25	21	26	-.10	-.07	-.05 -.08
19	16	14	17	-.24	-.19	-.12 -.20
20	4	3	4	.07	.05	.03 .05
21	28	28	25	.33	.25	.16 .26
22	22	23	23	.03	.02	.01 .02
23	29	29	29	.20	.12	.09 .13
24	24	22	24	-.05	-.04	-.02 -.04
25	30	30	30	.28	.16	.13 .17
26	26.5	24	28	-.13	-.10	-.06 -.10
27	12	9	13	-.16	-.13	-.08 -.13
28	5	4	5	-.15	-.11	-.07 -.11
29	1	1	1	-.56	-.24	-.26 -.25
30	2	2	3	.06	.04	.03 .04

Data: 1968

Rank Order	Card Number	Card Statement
26.5	9	To relate the functions of production, distribution, and consumption in the American economic system.
25	18	To be familiar with electronic data processing systems utilized in retail operations.
24	24	To understand the influence of labor, business, and civic organizations.

Although there would appear to be disagreement on the specific placement of individual cards, only two of the cards, eighteen and twenty-four, received a composite rank of higher than 24th by one group or the other. Card eighteen, which was ranked 25th in the combined results, was ranked 21st by the executives. Card twenty-four with a combined ranking of 24th was ranked 22nd by the executives and 24th by the middle managers.

Table 27 presents the Q-Sort data from the executive group in the percentage frequency that this group placed statements in each of the seven piles. Table 28 provides the information for the middle management group. The additional detail provided in these two tables shows something of the consistency within each respondent group. By combining the percentages in Pile 1 and Pile 2 for a given card and comparing that total to the total of Pile 6 and Pile 7, additional insight can be obtained about the importance of a card.

Large Versus Small Stores

A pattern similar to the executives versus the middle managers is found when the sorts of the large store respondents are compared with the sorts of the small store respondents. Table 29 shows that only on three statements does the rank order of the large store group vary 5 positions or more from the small store group. These three statements are:

Card 6	To understand the importance of an appropriate business personality as developed by proper grooming, poise, etiquette, and good personal health.
Card 7	Familiar with role of credit in our economy.
Card 22	To be able to relate the ideals of free enterprise to marketing and merchandising.

The large store group ranked each of the above cards lower than did the small store group.

Store Size and Type

A comparison of rankings by store category, shown in Table 30, reveals that within the "chains" there is general agreement as to the rankings of

Table 27

IMPORTANCE OF 30 CHARACTERISTICS OF MIDDLE MANAGEMENT PERSONNEL AS JUDGED BY RETAIL DEPARTMENT STORE EXECUTIVES*

MOST IMPORTANT LEAST IMPORTANT

Card Number	Pile 1	Pile 2	Pile 3	Pile 4	Pile 5	Pile 6	Pile 7
1	1.2%	16.0%	17.3%	32.1%	21.0%	12.3%	0.0%
2	0.0	0.0	4.9	17.3	30.9	28.4	18.5
3	4.9	13.6	35.8	27.2	13.6	3.7	1.2
4	17.3	33.3	23.5	14.8	9.9	0.0	1.2
5	0.0	1.2	4.9	23.5	25.9	27.2	17.3
6	8.6	25.9	29.6	19.8	11.1	3.7	1.2
7	0.0	8.6	16.0	25.9	24.7	23.5	1.2
8	14.8	21.0	21.0	21.0	14.8	3.7	3.7
9	0.0	0.0	2.5	18.5	32.1	33.3	13.6
10	1.2	6.2	28.4	34.6	21.0	7.4	1.2
11	0.0	7.4	14.8	24.7	34.6	13.6	4.9
12	8.6	18.5	28.4	34.6	21.0	7.4	1.2
13	1.2	6.2	14.8	39.5	19.8	9.9	8.6
14	9.9	21.0	32.1	28.4	2.5	4.9	1.2
15	24.7	33.3	28.4	6.2	3.7	2.5	1.2
16	0.0	8.6	19.8	40.7	21.0	8.6	1.2
17	9.9	14.8	32.1	18.5	14.8	7.4	2.5
18	1.2	3.7	2.5	21.0	33.3	24.7	13.6
19	4.9	14.8	24.7	28.4	17.3	8.6	1.2
20	24.7	34.6	30.9	6.2	3.7	0.0	0.0
21	2.5	1.2	1.2	16.0	12.3	27.2	39.5
22	0.0	0.0	9.9	16.0	30.9	30.9	12.3
23	1.2	2.5	0.0	6.2	8.6	22.2	59.3
24	0.0	2.5	4.9	22.2	25.9	35.8	8.6
25	0.0	0.0	0.0	3.7	8.6	22.2	65.4
26	0.0	2.5	3.7	21.0	27.2	32.1	13.6
27	13.6	13.6	35.8	19.8	11.1	1.2	4.9
28	29.6	37.0	16.0	11.1	3.7	1.2	1.2
29	86.4	8.6	3.7	1.2	0.0	0.0	0.0
30	33.3	43.2	12.3	4.9	3.7	2.5	0.0

*This table indicates the percent of times each card was sorted into each pile by 81 Executives who participated in the Q-sort. The percentages are based on row total; i.e., if the percentages for card 1 are summed over the 7 piles they should add up to 100%.

DATA: 1968

Table 28

IMPORTANCE OF 30 CHARACTERISTICS OF MIDDLE MANAGEMENT PERSONNEL AS JUDGED BY RETAIL DEPARTMENT STORE MIDDLE MANAGERS*

MOST IMPORTANT LEAST IMPORTANT

Card Number	Pile 1	Pile 2	Pile 3	Pile 4	Pile 5	Pile 6	Pile 7
1	3.3%	9.8%	17.9%	31.7%	19.5%	15.4%	2.4%
2	1.6	2.4	16.3	27.6	22.0	17.1	13.0
3	3.3	23.6	22.0	26.8	15.4	8.1	0.8
4	15.4	20.3	26.0	24.4	11.4	1.6	0.8
5	0.0	1.6	7.3	15.4	36.6	29.3	9.8
6	4.9	26.0	27.6	24.4	9.8	5.7	1.6
7	1.6	3.3	18.7	35.0	22.8	13.0	5.7
8	14.6	22.0	23.6	16.3	15.4	7.3	0.8
9	0.0	0.8	6.5	20.3	27.6	26.8	17.9
10	0.8	8.9	31.7	35.8	17.1	4.9	0.8
11	0.0	4.1	13.8	26.8	22.8	24.4	8.1
12	14.6	29.3	26.0	17.1	8.9	2.4	1.6
13	0.8	1.6	17.9	25.2	21.1	18.7	14.6
14	10.6	23.6	27.6	23.6	8.1	4.9	1.6
15	39.8	34.1	7.3	9.8	6.5	1.6	0.8
16	2.4	13.8	30.9	28.5	11.4	8.1	4.9
17	16.3	13.8	27.6	27.6	10.6	2.4	1.6
18	0.8	2.4	8.1	21.1	17.9	25.2	24.4
19	1.6	13.0	16.3	27.6	21.1	13.8	6.5
20	27.6	39.0	19.5	8.1	4.1	0.0	1.6
21	0.0	2.4	7.3	17.1	25.2	33.3	14.6
22	0.0	0.0	8.9	13.0	39.8	28.5	9.8
23	0.0	0.8	2.4	8.1	16.3	25.2	47.2
24	0.0	2.4	12.2	13.8	26.0	26.8	18.7
25	0.0	0.0	0.8	4.9	17.1	26.8	50.4
26	0.8	4.1	7.3	13.8	22.0	22.0	30.1
27	7.3	17.1	22.8	30.9	16.3	2.4	3.3
28	22.8	35.0	18.7	17.1	3.3	2.4	0.8
29	61.8	23.6	10.6	3.3	0.8	0.0	0.0
30	47.2	21.1	16.3	4.9	3.3	1.6	5.7

*This table indicates the percent of times each card was sorted into each pile by the 123 Middle Managers who participated in the Q-sort. The percentages are based on row total; i.e., if the percentages for card 1 are summed over the seven piles they should add up to 100%

Data: 1968

Table 29

RANK ORDER COMPARISON OF Q-SORT RESULTS OF EXECUTIVE AND MIDDLE MANAGERS, AND RESPONDENTS FROM LARGE STORES AND SMALL STORES

Card Number	Combined Results	Executives	Middle Managers	Large Stores	Small Stores
1	17	15	16	15	17
2	21	27	19	22	21
3	13	12	12	11.5	14
4	6	6	7	7	6
5	23	25	22	26	23
6	10	8	11	13	8
7	18	19	18	18	11
8	9	10	10	8	12.5
9	26.5	26	27	23	27
10	14	16	15	16	15
11	20	20	20	19	20
12	7	11	6	6	9.5
13	19	18	21	20	19
14	8	7	8	9.5	7
15	3	5	2	3	4
16	15	17	14	17	16
17	11	13	9	11.5	9.5
18	25	21	26	21	25
19	16	14	17	14	18
20	4	3	4	4	2
21	28	28	25	25	28
22	22	23	23	27.5	22
23	29	29	29	29	29
24	24	22	24	24	24
25	30	30	30	30	30
26	26.5	24	28	27.5	26
27	12	9	13	9.5	12.5
28	5	4	5	5	5
29	1	1	1	1	1
30	2	2	3	2	3

Data: 1968

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Table 30

RANK ORDER COMPARISON OF Q-SORT RESULTS OF RESPONDENTS FROM CHAIN AND INDEPENDENT BY LARGE AND SMALL STORES

	Chains		Independents	
Card Number	Large (n 105)	Small (n 65)	Large (n 5)	Small (n 29)
1	16.5	18.5	17.5	15
2	21.5	20.5	7.5	23.5
3	10.5	14.5	13	9.5
4	7	7	17.5	6.5
5	24	24	26.5	21
6	10.5	8.5	10	6.5
7	18	16.5	24	19.5
8	7	11	20	13
9	24	27	22.5	25
10	16.5	13	20	16
11	19	20.5	22.5	19.5
12	7	11	20	13
13	20	18	10	17.5
14	10.5	6	15.5	11.5
15	3	5	3	3
16	15	14.5	26.5	14
17	13	8.5	2	9.5
18	21.5	24	13	27.5
19	14	16.5	20	17.5
20	4.5	3	4	2
21	24	27	26.5	27.5
22	27	22	26.5	23.5
23	29	29	30	29
24	27	24	13	22
25	30	30	29	30
26	27	26	15.5	26
27	10.5	12	7.5	11.5
28	4.5	4	6	5
29	1	1	1	1
30	2	2	10	4

Data: 1968

the card statements. Cards 29, 30, 28, 20, and 15 are ranked in the top five by both large and small chain store respondents. The greatest difference is in the ranking of card statement 22 which was placed twenty-seventh by large chain store and twenty-second by small chain store respondents.

The rankings of the large and small independent stores are quite diverse. On eight card statements, they disagree by 10 or more points and on only one card, 29, do they have no difference. The difference in rankings of the large independents with other groups of respondents must be considered carefully, for only five respondents were in that category.

Effect of Training Program

It might seem that the existence of a company training program would influence the ranking of characteristics. A comparison was made between the rankings of those respondents from stores with training programs and those without, Table 31. The respondents from stores with training programs agree rather closely with respondents from stores without, and both groups follow in their rankings rather closely the combined rankings reported in Table 26.

The greatest variation occurred in card statement seventeen; "Understand the organization of a business enterprise and the functions of management." Those having training programs ranked this in position 12, five places lower than those not having training programs who placed it in position 7. All other variations in ranking were less than five places with most being between 1 and 2 position differences.

Other Variables

Among the other variables considered in comparing the relative rankings were sex of respondents, age, education level, and length of service with the store.

In comparing the relative rankings by sex of respondents, the weighted mean of the male group closely parallels the combined results, shown in Table 32, in that the same seven cards were selected in the first positions of importance. This would be expected because of the size of the male group as a proportion of the total sample. The female group varied in their selection on two cards which were not included in the first seven by the male group. Females showed a preference for cards 6 and 14 over cards 4 and 12, with card 6 being selected in fifth place and card 16 selected in seventh.

Card 6	Understand the importance of an appropriate business personality as developed by proper grooming, poise, etiquette, and good personal health.
Card 14	Realize the importance and role of visual merchandising.

Table 31

COMPARISON OF THE RANK ORDER OF RELATIVE IMPORTANCE OF SELECTED CHARACTERISTICS OF THOSE STORES WITH A COMPANY TRAINING PROGRAM AND THOSE WITH NO PROGRAM

Card Number	Training Program	No Training Program
1	17	16
2	21	21
3	12	13
4	6	9
5	23.5	24.5
6	9.5	8
7	18	18.5
8	8	12
9	23.5	27
10	15	14
11	19	20
12	7	10
13	20	17
14	9.5	6
15	3	3.5
16	15	15
17	12	7
18	23.5	26
19	15	18.5
20	4.5	2
21	26.5	28
22	23.5	23
23	29	29
24	26.5	22
25	30	30
26	28	24.5
27	12	11
28	4.5	5
29	1	1
30	2	3.5

Data: 1968

TABLE 32

COMPARISON OF RELATIVE IMPORTANCE OF SELECTED CHARACTERISTICS BASED ON WEIGHTED MEANS* CALCULATED FOR EXECUTIVES AND MIDDLE MANAGERS BY SEX OF RESPONDENT

Card Number	Male (N=176) Weighted Means	Female (N=28) Weighted Means
1	4.0	3.7
2	3.0	2.9
3	4.4	4.8
4	5.1	4.8
5	2.7	2.9
6	4.6	5.3
7	3.6	3.4
8	4.8	4.1
9	2.6	2.6
10	4.1	4.0
11	3.3	3.3
12	4.9	4.6
13	3.4	3.2
14	4.8	5.1
15	5.7	5.7
16	4.0	4.5
17	4.6	4.8
18	2.8	2.8
19	4.0	3.4
20	5.6	5.9
21	2.5	2.4
22	2.8	2.8
23	1.7	2.5
24	2.8	2.6
25	1.6	1.8
26	2.6	2.7
27	4.5	4.7
28	5.6	5.2
29	6.6	6.2
30	5.8	5.8

Data: 1968

*Weighted Means is the composite score calculated for each group or subgroup. A score of 7.0 would indicate that every member of that group sorted the card into Pile 1, "Most Important."

In their selection of the cards in the last seven positions in order of importance, general agreement between groups is apparent. The same seven cards were selected by both groups, although the specific placement within the position varied.

Years of employment with the store was another variable on which the Q-Sort results of executives and middle managers were compared. Years of employment in the store were grouped into four categories, as shown in Table 33. In selecting the cards in the first seven positions, only slight deviation from the overall combined pattern appeared. Respondents in the category "up to 5 years" preferred card 8 over card 4 in the sixth position, while respondents in the category "11 to 20 years" preferred card 6 over card 12 for the seventh position.

As in most other comparisons, there was general agreement among the age groups of middle managers on card statements which were placed in the first five positions of importance - see Table 34. There was also general agreement among the age groups as to the cards in the last four positions.

Table 35 shows the weighted means of card statements selected by middle managers having different levels of education. The comparison of "high school graduate" and those having a "bachelors degree or more" seemed to be most meaningful, as these represent the two largest (as well as typical) groups. Agreement of these two groups as to the cards included in the first seven positions is quite apparent. While middle managers as a group had included card 4 among the first seven, both the "high school" and the "bachelors" omitted this card from the first seven. The high school preferred card 6 and the bachelors preferred card 8.

Card 4	To be effective in oral and written communications.
Card 6	To understand the importance of an appropriate business personality as developed by proper grooming, poise, etiquette, and good personal health.
Card 8	Skill in recognizing and evaluating alternative solutions to business problems.

In considering the cards in the last seven positions of importance, the bachelors disagreed with the high schools on the selection of two cards. The high schools, as did the middle managers as a group, included cards 9 and 21 among the last seven, while the bachelors included cards 13 and 22.

Card 9	To relate the functions of production, distribution, and consumption in the American economic system.
Card 21	To be able to analyze problems and trends of an urban-industrial society.

Table 33

COMPARISON OF RELATIVE IMPORTANCE OF SELECTED CHARACTERISTICS BASED ON WEIGHTED MEANS* CALCULATED FOR EXECUTIVES AND MIDDLE MANAGERS BY LENGTH OF SERVICE WITH STORE

Card Number	Up to 5 Yrs.	6-10 Yrs.	11-20 Yrs.	21 Yrs +
1	3.9	4.0	3.9	4.0
2	3.2	2.9	2.7	2.8
3	4.3	4.5	4.8	4.5
4	5.0	5.0	5.3	4.9
5	2.9	2.9	2.6	2.6
6	4.6	4.6	5.2	4.6
7	3.5	3.8	3.5	3.6
8	5.1	4.3	4.6	4.6
9	2.7	2.5	2.4	2.8
10	4.2	4.1	4.0	4.0
11	3.2	3.4	3.6	3.3
12	5.0	4.9	4.8	4.9
13	3.2	3.4	3.4	3.6
14	4.9	4.6	5.0	4.7
15	5.6	5.3	5.8	6.0
16	4.2	3.9	3.9	4.3
17	4.8	4.7	4.6	4.5
18	2.8	2.7	2.6	2.9
19	3.7	4.4	4.0	3.8
20	5.5	5.6	5.9	5.8
21	2.7	2.5	2.1	2.5
22	2.7	3.0	2.6	2.9
23	1.8	1.9	1.7	2.0
24	2.7	2.8	2.7	3.0
25	1.6	1.6	1.6	1.6
26	2.6	2.8	2.6	2.6
27	4.7	4.6	4.5	4.2
28	5.3	5.7	5.7	5.5
29	6.5	6.5	6.6	6.5
30	5.8	5.6	6.0	5.7

Data: 1968

*Weighted Means is the composite score calculated for each group or subgroup. A score of 7.0 would indicate that every member of that group sorted the card into Pile #1, "Most Important," and a score of 1.0 would indicate every member sorted it into pile #7, "Least Important."

Table 34

COMPARISON OF RELATIVE IMPORTANCE OF SELECTED CHARACTERISTICS BASED ON WEIGHTED MEANS* CALCULATED FOR MIDDLE MANAGERS BY AGE GROUP

Card Number	16-25 Yrs.	26-35 Yrs.	36-45 Yrs.	46 plus
1	4.2	3.7	3.9	3.8
2	3.0	3.3	3.5	3.2
3	4.2	4.4	4.5	4.6
4	5.0	4.9	4.9	4.9
5	3.0	2.7	2.9	2.8
6	4.1	4.6	4.5	5.1
7	3.4	3.7	3.7	3.4
8	5.3	5.0	4.8	3.9
9	3.0	2.8	2.7	2.4
10	4.3	4.3	4.2	4.0
11	3.4	3.0	3.0	3.6
12	5.4	5.1	4.9	4.9
13	3.2	3.1	2.6	3.7
14	4.9	4.7	5.0	4.9
15	5.5	5.7	5.6	6.2
16	3.6	4.1	4.4	4.6
17	4.4	4.9	5.0	4.7
18	3.1	2.8	2.7	2.3
19	3.4	3.9	4.2	3.3
20	5.2	5.5	6.3	5.9
21	3.1	2.6	2.6	2.8
22	2.4	2.9	2.6	3.0
23	1.8	1.7	2.1	2.3
24	2.7	2.6	2.7	3.1
25	1.7	1.6	1.7	2.0
26	2.9	2.6	2.6	2.3
27	4.3	4.7	4.4	4.0
28	5.2	5.5	5.4	5.5
29	6.5	6.6	5.9	6.2
30	6.4	5.7	5.6	5.6

Data: 1968

*Weighted Means is the composite score calculated for each group or subgroup. A score of 7.0 would indicate that every member of that group sorted the card into Pile # 1, "Most Important."

TABLE 35

WEIGHTED MEAN* RANK ORDER COMPARISON OF CARD STATEMENTS SELECTED BY MIDDLE MANAGERS ACCORDING TO TWO EDUCATIONAL LEVELS

Card Number	High School Education	Baccalaureate Degree or More
1	3.5	4.3
2	3.1	2.9
3	4.7	4.3
4	4.7	5.1
5	2.5	3.0
6	5.0	4.6
7	3.6	3.7
8	4.4	5.3
9	2.6	2.9
10	4.3	4.0
11	3.2	2.9
12	5.0	5.2
13	3.4	2.7
14	4.7	4.7
15	5.9	5.5
16	4.6	3.8
17	4.8	4.6
18	2.9	2.7
19	3.4	3.9
20	6.0	5.4
21	2.5	3.0
22	2.9	2.8
23	2.0	2.2
24	2.6	2.8
25	1.8	1.7
26	2.9	2.3
27	4.1	4.7
28	5.5	5.3
29	6.2	6.5
30	5.7	5.8

Data: 1968

* Weighted mean is the composite score calculated for each group. A score of 7.0 would indicate that every member of that group sorted that card into Pile 1, "Most Important."

Card 13 "Plan, construct, and evaluate interior and window displays."

Card 22 "To be able to relate the ideals of free enterprise to marketing and merchandising."

Ideal Source of Preparation

A question of major concern in the study was, "What portion of the desired characteristics of the middle manager can best be provided by the formal education system and what can best be provided by the retail firm?"

In an attempt to provide answers to this question, the respondents were asked to make a second card sort. A free-choice Q-sort technique was employed utilizing the same set of 30 statements (middle management characteristics) as used in the first card sort. In this card sort, the respondents were asked to sort the statements into one of three piles indicating their opinion as to where or in what environment the characteristic described could best be obtained. The sort provided three alternatives: "Formal Education Prior to Hire" defined as school education either secondary or post-secondary; "Formal Company Training Program" defined as a program conducted by or specifically designed for the company and involving formal instruction in an established curriculum as well as occupational experiences; and, "On-the-Job Training" defined as experience on the job without a prescribed curriculum or formal instruction in a classroom atmosphere. The respondents were permitted to place as many cards in any pile they felt appropriate.

Card statements were previously identified as being of a general nature or of a specific nature. Respondents were not aware of this classification. In this section, however, statements are identified as (g) general or (s) specific to aid in interpretation.

Combined Results

Table 36 indicates the percentage of all respondents who placed cards under each of the three alternative sources. According to the combined opinion of the respondents, the largest percentage indicated the following 18 characteristics can best be provided by "Formal Education Prior to Hire."

Card 2 "To understand fundamental legal principles covering sales, contracts, and negotiable instruments." (g)

Card 3 "To apply the fundamentals of business mathematics of retail merchandising." (s)

Card 4 "To be effective in oral and written communications." (g)

Card 5 "To apply the psychology of business writing to various types of business communications." (g)

Table 36

IDEAL TRAINING SOURCE OF SKILL, ATTITUDES AND KNOWLEDGE OF RETAIL MIDDLE MANAGERS AS REPORTED BY 80 EXECUTIVES AND 123 MIDDLE MANAGERS
(Percentages)

CARD NUMBER	FORMAL EDUCATION PRIOR TO HIRE	FORMAL COMPANY TRAINING PROGRAM	ON-THE-JOB TRAINING
1	33.6	54.9	11.3
2	62.3	28.7	8.9
3	44.5	39.6	15.8
4	75.7	12.3	11.8
5	73.7	15.3	10.8
6	52.9	21.2	25.2
7	69.3	20.2	9.9
8	25.2	23.2	51.6
9	83.1	10.3	5.4
10	63.8	23.2	12.3
11	24.7	43.5	31.1
12	33.6	31.6	34.6
13	5.9	27.7	66.3
14	11.8	40.0	48.0
15	10.8	57.4	31.1
16	29.9	53.4	17.3
17	62.8	31.1	5.4
18	48.0	38.6	13.3
19	26.2	58.4	15.3
20	50.4	39.1	10.3
21	73.2	8.9	17.3
22	74.2	16.8	7.9
23	87.6	3.9	7.9
24	75.7	12.8	10.3
25	89.6	3.4	6.4
26	57.9	30.1	11.3
27	49.0	[illegible]	31.1
28	17.3	[illegible]	41.0
29	23.7	29.2	47.0
30	4.9	31.1	63.8

Data: 1968

Card 6 "Understand the importance of an appropriate business personality as developed by proper grooming, poise, etiquette, and good personal health." (s)

Card 7 "Familiar with role of credit in our economy." (g)

Card 9 "So relate the functions of production, distribution, and consumption in the American economic system.

Card 10 "To be familiar with the influence of advertising in the economy." (g)

Card 17 "Understand the organization of a business enterprise and the functions of management." (g)

Card 18 "To be familiar with electronic data processing systems utilized in retail operations." (s)

Card 20 "To be familiar with general principles of retail merchandising." (s)

Card 21 "To be able to analyze problems and trends of an urban-industrial society." (g)

Card 22 "To be able to relate the ideals of free enterprise to marketing and merchandising." (g)

Card 23 "To be conversant with the cultural and artistic elements of American society." (g)

Card 24 "To understand the influence of labor, business and civic organizations." (g)

Card 25 "To know how public policy is formed and administered in the United States." (g)

Card 26 "To understand the importance of electronic data processing and its influence on business systems." (g)

Card 27 "To be able to apply ethical behavior in business relations." (s)

"Formal Company Training Program" was selected by most respondents as the ideal source of training for the following 5 characteristics:

Card 1 "To interpret accounting reports for planning and controlling." (g)

Card 11 "Analyze problems associated with advertising, copywriting, layout, and media." (s)

Card 15 "To plan sales, expenses, price lines, inventory methods, and related activities at department level." (s)

Card 16	"To determine discounts, profit elements, and calculate invoice mathematics." (s)
Card 19	"To plan and implement expense control systems." (g)

The following characteristic was selected by the same percentage of respondents for both the "Formal Company Training Program" and "On-The-Job Training":

Card 28	"To be able to apply the basic principles and techniques of selling." (s)

The largest percentage of respondents selected "On-the-Job Training as the ideal training source for the following 6 characteristics:

Card 8	"Skill in recognizing and evaluating alternative solutions to business problems." (s)
Card 12	"To analyze the consumer market relative to needs, desires, prices, and products." (g)
Card 13	"Plan, construct, and evaluate interior and window displays." (s)
Card 14	"Realize the importance and role of visual merchandising." (s)
Card 29	"To be able to plan and direct the work of other people." (g)
Card 30	"To effectively select a merchandise assortment appropriate to store's customers." (s)

Executives Versus Middle Managers

In comparing the ideal training source for the individual characteristics selected by the executives with those selected by middle managers, only minor disagreement is noted. Table 37 gives a breakdown of the selection by executives and Table 38 for middle managers. They differ only in their selection of the ideal training source for two characteristics, cards 12 and 28.

Card 12	"To analyze the consumer market relative to needs, desires, prices and products." (g)
Card 28	"To be able to apply the basic principles and techniques of selling." (s)

For card 12 the largest percentage of executives, 43.7 percent indicated "Formal Education Prior to Hire" as the ideal training source. On the other hand, the largest percentage of middle managers, 38.0 percent indicated the ideal training source as "Formal Company Training Program." For card 28, 42.5 percent of the executives selected "On-the-Job Training" as the ideal source, while 42.1 percent of the middle managers indicated "Formal Company Training Program."

Table 37

IDEAL TRAINING SOURCE OF SKILLS, ATTITUDES AND KNOWLEDGE OF RETAIL MIDDLE MANAGERS AS REPORTED BY 80 EXECUTIVES
(Percentages)

CARD NUMBER	FORMAL EDUCATION PRIOR TO HIRE	FORMAL COMPANY TRAINING PROGRAM	ON-THE-JOB TRAINING
1	33.7	53.8	12.5
2	56.2	30.0	13.8
3	47.5	42.5	10.0
4	76.2	12.5	11.2
5	75.0	8.7	16.2
6	57.5	16.2	26.2
7	62.5	25.0	12.5
8	23.7	25.0	51.2
9	83.5	10.0	6.3
10	63.3	20.3	16.4
11	24.1	40.5	35.4
12	43.7	22.6	33.7
13	5.1	23.7	71.2
14	11.2	41.2	47.6
15	10.1	53.7	36.2
16	27.5	47.5	25.0
17	62.5	31.2	6.3
18	47.5	37.5	15.0
19	22.5	62.5	15.0
20	52.5	36.2	11.2
21	71.2	6.2	21.2
22	76.2	12.5	10.0
23	88.7	1.2	10.0
24	73.7	13.7	11.2
25	91.2	1.2	7.5
26	53.7	35.0	11.2
27	47.5	26.2	26.2
28	17.5	40.0	42.5
29	21.2	31.2	47.5
30	2.5	35.0	62.5

Data: 1968

Table 38

IDEAL TRAINING SOURCE OF SKILLS, ATTITUDES AND KNOWLEDGE OF RETAIL MIDDLE MANAGERS AS REPORTED BY 123 MIDDLE MANAGERS
(Percentages)

CARD NUMBER	FORMAL EDUCATION PRIOR TO HIRE	FORMAL COMPANY TRAINING PROGRAM	ON-THE-JOB TRAINING
1	33.8	55.3	10.7
2	66.1	28.0	5.7
3	42.9	37.1	19.8
4	76.0	12.3	11.5
5	73.5	19.0	7.4
6	49.5	24.7	24.7
7	73.5	17.3	8.2
8	25.6	23.1	51.2
9	83.4	10.7	4.9
10	65.2	24.7	9.9
11	25.6	23.1	51.2
12	27.2	38.0	34.7
13	6.6	30.5	62.8
14	12.3	39.6	27.9
15	11.5	59.5	28.0
16	30.5	57.0	12.3
17	63.6	30.5	4.9
18	48.7	38.8	12.3
19	28.9	55.3	15.7
20	49.5	41.3	9.0
21	74.3	10.7	14.8
22	72.7	19.8	6.6
23	86.7	5.7	6.6
24	77.6	11.5	9.9
25	88.4	4.9	5.7
26	60.3	27.2	11.5
27	49.5	15.7	34.7
28	17.3	42.1	39.6
29	25.6	28.0	46.2
30	6.6	28.9	64.4

Data: 1968

Large Stores Versus Small Stores

Table 39 compares the selection of training source by respondents from large stores and those from small stores. The table reveals that on only four characteristics did the two groups differ. On Card 3, the largest percentage of respondents from small stores indicated "Formal Education Prior to Hire," while those from the large stores seemed to prefer "Formal Company Training Program" as the ideal source of training. Respondents from small stores were split in their opinion on Card 12 between "Formal Education Prior to Hire," and "Formal Company Training Program"; at the same time, the largest percentage of large store respondents favored "On-the-Job Training." For Card 18, as in the case of Card 3, the small store respondents selected "Formal Education Prior to Hire," and the large store group selected "Formal Company Training Program." The selection of training source for card 28 differed between "Formal Company Training Program" and "On-the-Job Training," with small store group favoring the former and the large store group the latter.

Card 3	"To apply the fundamentals of business mathematics of retail merchandising." (s)
Card 12	"To analyze the consumer market relative to needs, desires prices, and products." (g)
Card 18	"To be familiar with electronic data processing systems utilized in retail operations." (s)
Card 28	"To be able to apply the basic principles and techniques of selling." (s)

Chain Versus Independents

A comparison between sorts by respondents from "chain stores" and respondents from "independent stores" for ideal training source is presented in Table 40. The results indicate disagreement between the two groups on a large number of characteristics. It should be noted, however, that there are a limited number of independents in the sample.

For Cards 1 and 16, the largest percentage of "independents" indicated "Formal Education Prior to Hire," while the "chains" preferred "Formal Company Training Program" as the training source.

Card 1	"To interpret accounting reports for planning controlling." (g)
Card 16	"To determine discounts, profit elements, and calculate invoice mathematics." (s)

The difference in the choice of ideal training source for Cards 8, 12, 28 and 29 was between "Formal Company Training Program" and "On-the-Job Training"; with the "independents," in all instances, preferring the former and the "chains" favoring the latter source.

Card 8	"Skill in recognizing and evaluating alternative solutions to business problems." (s)

Table 39

IDEAL TRAINING SOURCE OF SELECTED CHARACTERISTICS OF MIDDLE MANAGEMENT CALCULATED ON THE BASIS OF LARGE AND SMALL STORE RESPONDENTS

Card Number		Formal Education Prior to Hire		Formal Company Training Progress		On-the-Job	
		Large	Small	Large	Small	Large	Small
1	110-92	26 23.6%	42 45.7%	67 60.9%	44 47.8%	17 15.5%	6 6.5%
2	110-92	64 58.2	62 67.4	33 30.0	25 27.2	13 11.8	5 5.4
3	110-92	34 30.9	56 60.9	56 51.0	24 26.1	20 18.2	12 13.0
4	110-92	86 78.2	67 72.8	10 9.1	15 16.3	14 12.7	10 10.9
5	110-92	75 68.2	74 80.4	18 16.4	13 14.1	17 15.4	5 5.4
6	110-92	61 55.5	46 50.0	21 19.1	22 23.9	27 24.5	24 26.1
7	109-92	77 70.8	63 68.5	22 20.2	19 20.6	10 9.2	10 10.9
8	110-92	28 25.5	23 25.0	19 17.3	29 31.5	63 57.3	40 43.5
9	108-92	90 83.3	78 84.8	12 11.1	9 9.8	6 5.6	5 5.4
10	109-92	68 62.5	61 66.3	23 21.1	24 26.1	18 16.5	7 7.6
11	109-92	21 19.3	29 31.5	46 42.3	42 45.7	42 38.6	21 22.8
12	110-92	36 32.7	32 34.8	32 29.1	32 34.8	42 38.2	28 30.4
13	110-92	4 3.6	8 8.7	25 22.7	31 33.7	81 73.7	53 57.6
14	110-92	8 7.3	16 17.4	46 41.8	35 38.0	56 50.9	41 44.6
15	110-91	6 5.4	16 17.4	67 60.9	49 53.9	37 33.7	26 28.6
16	110-92	28 25.5	31 33.7	61 55.5	47 51.1	21 19.1	14 15.2
17	109-92	67 61.6	60 65.2	37 34.0	26 28.2	5 4.6	6 6.5
18	110-92	43 39.1	54 58.7	48 43.7	30 32.6	19 17.2	8 8.7
19	110-92	16 14.5	37 40.2	68 61.9	50 54.4	26 23.6	5 5.4
20	110-92	54 49.1	48 52.2	48 43.7	31 33.7	8 7.2	13 14.1
21	109-92	77 70.7	71 77.2	8 7.3	10 10.9	24 22.0	11 12.0
22	108-92	89 82.4	61 66.3	12 11.1	22 23.9	7 6.5	9 9.8
23	109-92	96 88.0	81 88.0	2 1.8	6 6.5	11 10.1	5 5.4
24	108-92	87 80.6	66 71.7	9 8.3	17 18.5	12 11.1	9 9.8
25	109-92	98 89.9	83 90.2	2 1.8	5 5.4	9 8.3	4 4.3
26	109-92	60 55.0	57 62.0	34 31.2	27 29.3	15 13.8	8 8.7
27	110-92	64 58.2	35 38.0	15 13.6	25 27.2	31 28.2	32 34.8
28	109-92	17 15.6	18 19.6	44 40.3	39 42.4	48 44.0	35 38.0
29	110-92	31 28.2	17 18.5	26 23.6	33 35.9	53 48.2	42 45.7
30	110-92	4 3.6	6 6.5	35 31.8	28 30.4	71 64.6	58 63.0

Data: 1968

Table 40

IDEAL TRAINING SOURCE OF SELECTED CHARACTERISTICS OF MIDDLE MANAGEMENT CALCULATED ON THE BASIS OF CHAIN AND INDEPENDENT STORE RESPONDENTS

	Formal Education Prior to Hire		Formal Company Training Progress		On-the-Job	
Card Number	Chain	Independent	Chain	Indep.	Chain	Independent
1	52 30.6%	16 50.0%	98 57.6%	13 40.6%	20 11.8%	3 9.4%
2	105 61.7	21 65.6	48 28.2	10 31.3	17 10.0	1 3.1
3	71 41.7	19 59.4	70 41.2	10 31.3	29 17.1	3 9.4
4	133 78.2	20 62.5	17 10.0	8 25.0	20 11.8	4 12.5
5	128 75.3	21 65.6	23 13.5	8 25.0	19 11.2	3 9.4
6	95 56.2	12 37.5	37 21.9	6 18.8	37 21.9	14 43.7
7	122 72.2	18 56.2	31 18.4	10 31.3	16 9.5	4 12.5
8	43 25.3	8 25.0	35 20.6	13 40.6	92 54.1	11 34.4
9	142 84.5	26 81.3	17 10.1	4 12.5	9 5.4	2 6.3
10	110 65.1	19 59.4	36 21.3	11 34.4	23 13.6	2 6.3
11	38 22.5	12 37.5	75 44.4	13 40.6	56 33.2	7 21.9
12	56 32.9	12 37.5	48 28.2	16 50.0	66 38.8	4 12.5
13	6 3.5	6 18.8	47 27.6	9 28.1	117 68.8	17 53.1
14	18 10.6	6 18.8	69 40.6	12 37.5	83 48.8	14 43.7
15	15 8.9	7 21.9	99 58.6	17 53.1	55 32.6	8 25.0
16	43 25.3	16 50.0	96 56.4	12 37.5	31 18.2	4 12.5
17	108 63.9	19 59.4	51 30.2	12 37.5	10 5.9	1 3.1
18	76 44.7	21 65.6	69 40.6	9 28.1	25 14.7	2 6.3
19	42 24.7	11 34.4	99 58.2	19 59.4	29 17.1	2 6.3
20	83 48.8	19 59.4	69 40.6	10 31.3	18 10.6	3 9.4
21	129 76.4	19 59.4	12 7.1	6 12.5	28 16.6	7 21.9
22	129 76.8	21 65.6	24 14.3	10 31.3	15 8.9	1 3.1
23	153 90.6	24 75.0	4 2.4	4 12.5	12 7.1	4 12.5
24	138 94.0	15 46.9	12 7.1	14 43.7	18 10.7	3 9.4
25	156 92.4	25 78.1	4 2.4	3 9.4	9 5.3	4 12.5
26	96 56.8	21 65.6	55 32.6	6 18.8	18 10.7	5 15.6
27	84 49.4	15 46.9	35 20.6	5 15.6	51 30.0	12 37.5
28	26 15.4	9 28.1	65 38.5	18 56.2	78 46.2	5 15.6
29	39 22.9	9 28.1	45 26.5	14 43.7	86 50.6	9 28.1
30	5 2.9	5 15.6	55 32.3	8 25.0	110 64.7	19 59.4

Data: 1968

Card 12 "To analyze the consumer market relative to needs, desires, prices, and products." (g)

Card 28 "To be able to apply basic principles and techniques of selling." (s)

Card 29 "To be able to plan and direct the work of other people." (g)

For Card 6 the "chains" indicated "Formal Education Prior to Hire" as the ideal training source; the "independents" seem to prefer "On-the-Job Training."

Card 6 "Understand the importance of an appropriate business personality as developed by proper grooming, poise, etiquette, and good personal helath." (s)

Level of Education

Table 41 compares the selection of training source by middle managers having a high school education with those who have completed four years of college. The two groups differed on the source of training on only three cards. The "High School" group indicated "Education Prior to Hire" for Card 3, while the "Bachelor Degree" group preferred the "Formal Company Training Program." For Card 20, the "Bachelor Degree" group indicated "Education Prior to Hire," with the "High School" group favoring "Formal Company Training Program." The largest percentage of "Bachelor Degree" respondents indicated "Formal Company Training Program" as ideal training source for Card 28, while the "High School" respondents showed a preference for "On-the-Job Training" for this characteristic.

Card 3 "To apply the fundamentals of business mathematics to retail merchandising." (s)

Card 20 "To be familiar with general principles of retail merchandising." (s)

Card 28 "To be able to apply the basic principles and techniques of selling." (s)

Effect of Training Program

Table 42 shows selection of ideal training source for each characteristic by respondents from stores with formal training programs and those without formal training programs. The comparison indicates a disagreement between the two groups on seven of the thirty characteristics.

The largest percentage of respondents from stores with a formal training program indicated the "Formal Company Training Program" as the ideal training source for the characteristics described on Cards 1, 3, and 16. Of those respondents from stores without formal training programs,

Table 41

IDEAL TRAINING SOURCE OF SELECTED CHARACTERISTICS OF MIDDLE MANAGERS -- CALCULATED ON RESPONSES OF MIDDLE MANAGERS WITH HIGH SCHOOL DEGREES AND THOSE WITH BACHELORS DEGREES

Card Number	Formal Education Prior to Hire		Formal Company Training Program		On-the-Job	
	High School N=43	Bachelors N=43	H. School N=43	Bachelors N=43	H. School N=43	Bachelors N=43
1	37.2%	20.4%	51.1%	68.1%	11.6%	11.3%
2	58.1	81.8	32.5	11.3	9.3	6.8
3	41.8	34.0	32.5	50.0	25.5	15.9
4	65.1	81.8	16.2	2.2	18.6	15.9
5	69.7	81.8	25.5	11.3	4.6	6.8
6	51.1	47.7	18.6	25.0	30.2	25.0
7	67.4	81.8	16.2	15.9	16.2	.0
8	27.9	29.5	32.5	9.0	39.5	61.3
9	79.0	88.6	16.2	9.0	4.6	.0
10	46.5	81.8	39.5	11.3	13.9	6.8
11	25.5	27.2	44.1	43.1	30.2	29.5
12	20.9	36.3	34.8	25.0	44.1	38.6
13	11.6	2.2	27.9	29.5	60.4	68.1
14	13.9	9.0	39.5	38.6	46.5	52.2
15	16.2	9.0	55.8	63.6	27.9	27.2
16	34.8	29.5	46.5	63.6	18.6	6.8
17	58.1	68.1	30.2	29.5	11.6	.0
18	44.1	40.9	46.5	43.1	9.3	15.9
19	39.5	13.6	53.4	61.3	6.9	25.0
20	34.8	61.3	44.1	36.3	20.9	2.2
21	67.4	77.2	16.2	6.8	16.2	15.9
22	58.1	86.3	37.2	6.8	4.6	4.5
23	76.7	95.4	11.6	2.2	9.3	2.2
24	67.4	81.8	20.9	4.5	11.6	11.3
25	83.7	95.4	6.9	.0	6.9	4.5
26	51.1	68.1	37.2	15.9	9.3	15.9
27	46.5	56.8	18.6	9.0	34.8	34.0
28	20.9	11.3	32.5	45.4	44.1	43.1
29	25.5	31.8	32.5	11.3	41.8	56.8
30	11.6	4.5	27.9	22.7	60.4	72.7

Data: 1968

Table 42

IDEAL TRAINING SOURCE OF SELECTED CHARACTERISTICS OF MIDDLE MANAGEMENT -- CALCULATED ON THE COMBINED RESULTS OF EXECUTIVES AND MIDDLE MANAGERS FOR STORES WITH TRAINING PROGRAMS AND THOSE WITHOUT TRAINING PROGRAMS

	Formal Education Prior to Hire		Formal Company Training Program		On-the-Job	
Card Number	Program	No Program	Program	No Program	Program	No Program
1	24.0%	51.4%	61.6%	42.6%	14.2%	5.8%
2	59.3	67.6	30.0	26.4	10.5	5.8
3	36.0	61.7	47.3	23.5	16.5	14.7
4	81.9	63.2	6.7	23.5	11.2	13.2
5	72.9	75.0	14.2	17.6	12.7	7.3
6	59.3	41.1	21.0	22.0	18.7	36.7
7	69.9	67.6	21.0	19.1	8.2	13.2
8	25.5	23.5	19.5	32.3	54.8	44.1
9	81.9	85.2	11.2	8.8	5.2	5.8
10	63.1	64.7	20.3	29.4	15.7	5.8
11	19.5	35.2	43.6	42.6	36.0	22.0
12	33.0	33.8	27.0	41.1	39.8	25.0
13	2.2	13.2	26.3	29.4	71.4	57.3
14	7.5	20.5	42.8	35.2	49.6	44.1
15	6.7	19.1	59.3	52.9	33.0	27.9
16	22.5	42.6	58.6	42.6	18.7	14.7
17	63.1	61.7	31.5	30.8	4.5	7.3
18	42.1	58.8	40.6	35.2	17.2	5.8
19	18.0	41.1	60.9	54.4	21.0	4.4
20	52.6	45.5	39.8	38.2	7.5	16.1
21	73.6	72.0	7.5	11.7	18.0	16.1
22	78.9	64.7	10.5	29.4	9.0	5.8
23	88.7	85.2	2.2	7.3	8.2	7.3
24	81.2	64.7	6.0	26.4	11.2	8.8
25	89.4	89.7	3.0	4.4	6.7	5.8
26	55.6	61.7	30.8	29.4	12.7	8.8
27	54.8	36.7	16.5	26.4	28.5	36.7
28	16.5	19.1	37.5	48.5	45.1	32.3
29	25.5	20.5	21.8	42.6	52.6	36.7
30	3.0	8.8	33.8	26.4	63.1	64.7

Data: 1968

the largest percentage indicated "Formal Education Prior to Hire" for Cards 1 and 3, and were divided in their opinion between "Formal Education Prior to Hire" and "Formal Company Training Program" on Card 16.

Card 1	"To interpret accounting reports for planning and controlling." (g)
Card 3	"To apply the fundamentals of business mathematics of retail merchandising." (s)
Card 16	"To determine discounts, profit elements, and calculate invoice mathematics." (s)

Of the respondents from stores with formal training programs, the largest percentage favored "On-the-Job Training" for Cards 12, 28, and 29. Those with no formal training program favored the "Formal Company Training Program" as the ideal source for these cards.

Card 12	"To analyze the consumer market relative to needs, desires, prices, and products." (g)
Card 28	"To be able to apply the basic principles and techniques of selling." (s)
Card 29	"To be able to plan and direct the work of other people." (g)

For Card 27, respondents with a formal company training program selected "Formal Education Prior to Hire" while the other group was divided between "Formal Education Prior to Hire" and "On-the-Job Training."

Card 27	"To be able to apply ethical behavior in business relations." (s)

Importance and Preferred Source of Training

Tables 43 and 44 show the ideal training source of selected characteristics according to their order of relative importance established in Card Sort One. Among the first seven cards in rank order of importance, "On-the-Job Training" was indicated as the ideal training source for three of the characteristics, "Formal Education Prior to Hire" for two, "Formal Company Training Program" for one, and a tie between "On-the-Job Training" and "Formal Company Training Program" for one.

"On-the-Job Training" was selected by the largest percentage of respondents for Cards 29, 30, and 12 which were ranked as 1st, 2nd, and 7th, respectively, in order of relative importance.

Rank Order	Card Number	Description
1	29	"To be able to plan and direct the work of other people." (g)
2	30	"To effectively select a merchandise assortment appropriate to store's customers." (s)

Table 43

COMPARISON OF IDEAL TRAINING SOURCE AND RANK ORDER OF RELATIVE IMPORTANCE OF SELECTED CHARACTERISTICS OF MIDDLE MANAGEMENT -- COMBINED RESULTS CALCULATED ON FIRST 15 CHARACTERISTICS
(Percentages)

FIRST 15 IN RANK ORDER OF IMPORTANCE	Card No.	FORMAL EDUCATION PRIOR TO HIRE	FORMAL COMPANY TRAINING PROGRAM	ON-THE-JOB TRAINING
1	29	23.7	29.2	47.0
2	30	4.9	31.1	63.8
3	15	10.8	57.4	31.1
4	20	50.4	39.1	10.3
5	28	17.3	41.0	41.0
6	4	75.7	12.3	11.8
7	12	33.6	31.6	34.6
8	14	11.8	40.0	48.0
9	8	25.2	23.7	50.9
10	6	52.9	21.2	25.2
11	17	62.8	31.1	5.4
12	27	49.0	29.8	31.1
13	3	44.5	39.6	15.8
14	10	63.8	23.2	12.3
15	16	29.2	53.4	17.3

Data:1968

Table 44

COMPARISON OF IDEAL TRAINING SOURCE AND RANK ORDER OF RELATIVE IMPORTANCE OF SELECTED CHARACTERISTICS OF MIDDLE MANAGEMENT -- COMBINED RESULTS CALCULATED ON LAST 15 CHARACTERISTICS
(Percentages)

LAST 15 IN RANK ORDER OF IMPORTANCE	Card No.	FORMAL EDUCATION PRIOR TO HIRE	FORMAL COMPANY TRAINING PROGRAM	ON-THE-JOB TRAINING
16	19	26.2	58.4	15.3
17	1	33.6	54.9	11.3
18	7	69.3	20.2	9.9
19	13	5.9	27.7	66.3
20	11	24.7	43.5	31.1
21	2	62.3	28.7	8.9
22	22	74.2	16.8	7.9
23	5	73.7	15.3	10.8
24	24	75.7	12.8	10.3
25	18	48.0	38.6	13.3
26	9 T	83.1	10.3	5.4
27	26 T	57.9	30.1	11.3
28	21	73.2	8.9	17.3
29	23	87.6	3.9	7.9
30	25	89.6	3.4	6.4

Data: 1968

Rank Order	Card Number	Description
7	12	"To analyze the consumer market relative to needs, desires, prices, and products." (g)

"Formal Education Prior to Hire" was selected by the largest percentage of respondents for Cards 20 and 4 which were ranked 4th and 6th, respectively in importance.

Rank Order	Card Number	Description
4	20	"To be familiar with general principles of retail merchandising." (s)
6	4	"To be effective in oral and written communications." (g)

"Formal Company Training Program" was selected for Card 15 ranked as 3rd in order of importance.

Rank Order	Card Number	Description
3	15	"To plan sales, expenses, price lines, inventory methods, and related activities at the department level." (s)

The respondents were evenly split between "Formal Company Training Program" and "On-the-Job Training" as the ideal training source for card 28, ranked 5th in order of importance.

Rank Order	Card Number	Description
5	28	"To be able to apply the basic principles and techniques of selling." (s)

On the other end of the ordering for all seven characteristics ranked from 24th through 30th, "Formal Education Prior to Hire" was indicated as the ideal training source by the largest percent of respondents.

Rank Order	Card Number	Description
24	24	"To understand the influence of labor, business, and civic organizations." (g)
25	18	"To be familiar with electronic data processing systems utilized in retail operations." (s)
26 & 27 tied	9	"To relate the functions of production, distribution and consumption in the American economic system." (g)

Rank Order	Card Number	Description
	26	"To understand the importance of electronic data processing and its influence on business systems." (g)
28	21	"To be able to analyze problems and trends of an urban-industrial society." (g)
29	23	"To be conversant with the cultural and artistic elements of American Society." (g)
30	25	"To know how public policy is formed and administered in the United States." (g)

Businessmen Versus Educators

In a companion study conducted by Howard G. Ball[31] a responding sample of 68 post-secondary marketing educators, from the same five state area as the department store respondents of this study, were also asked to respond to the same card sort in exactly the same procedure as outlined for this study. A comparison of the educators' rankings of the importance of the statements and the businessmen's rankings is shown in Table 45. Only minor variations were found in how these two groups ranked the 30 statements in degree of importance.

In Table 46, compare the educators and businessmen in terms of their preference for source of training for each card statement. As can be seen from examination of the raw data, several rather divergent expressions are revealed. A Chi-Square test of significance between educators and businessmen's choices of best training source for each card statement resulted in 21 cards (comparisons) being significant at the .05 level. Only cards 1, 6, 15, 18, 19, 21, 23, 25, and 27 did not test significant at that level.

Summary

The ranking of desired characteristics for middle managers by the respondents reflected a fairly high degree of agreement. When executive's responses were compared with responses of middle managers, it was found that they were particularly close on nearly all statements. Comparisons by other variables revealed general agreement except in two cases. Some diversity emerged when large chain store respondents rankings were compared to the rankings made by respondents from small chain stores, and greater diversity when chain store respondents rankings were compared to independent store respondent rankings.

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[31] Howard G. Ball. "A Congruency Study of the Training Needs of Middle Management in Department Stores as Perceived by Post-Secondary Educators and Businessmen in the Department Store Industry." Unpublished Doctoral Dissertation, University of Wisconsin, 1970.

TABLE 45

RANK ORDER COMPARISON OF Q-SORT RESULTS OF DEPARTMENT STORE BUSINESSMEN AND POST SECONDARY MARKETING EDUCATORS

CARD NUMBER	BUSINESSMEN RANK ORDER	EDUCATOR RANK ORDER
1	17	11
2	21	16
3	13	10
4	6	2
5	23	23
6	10	9
7	18	21.5
8	9	3
9	26.5	24
10	14	17
11	20	21.5
12	7	8
13	19	19.5
14	8	15
15	3	5
16	15	14
17	11	12.5
18	25	18
19	16	19.5
20	4	6
21	28	28
22	22	26
23	29	29
24	24	27
25	30	30
26	26.5	25
27	12	12.5
28	5	7
29	1	1
30	2	4

1968-1969 Data

TABLE 46

IDEAL TRAINING SOURCE OF Q-SORT STATEMENTS AS REPORTED BY DEPARTMENT STORE BUSINESSMEN AND POST-SECONDARY MARKETING EDUCATORS

CARD NUMBER	FORMAL EDUCATION PRIOR TO HIRE		FORMAL COMPANY TRAINING PROGRAM		ON-THE-JOB TRAINING	
	Business	Educator	Business	Educator	Business	Educator
1	33.6	40.6	54.9	53.6	11.3	2.9
2	62.3	82.6	28.7	13.0	8.9	1.4
3	44.5	55.1	39.6	17.4	15.8	24.6
4	75.7	91.3	12.3	4.3	11.8	1.4
5	73.7	68.1	15.3	7.2	10.8	21.7
6	52.9	58.0	21.2	24.6	25.2	14.5
7	69.3	91.3	20.2	4.3	9.9	1.4
8	25.2	46.4	23.2	30.4	51.6	20.3
9	83.1	92.8	10.3	1.4	5.4	2.9
10	63.8	97.1	23.2	0.0	12.3	0.0
11	24.7	40.6	43.5	24.6	31.1	31.9
12	33.6	49.3	31.6	23.3	34.6	24.6
13	5.9	20.3	27.7	20.3	66.3	56.5
14	11.8	56.5	40.0	17.4	48.0	23.2
15	10.8	10.1	57.4	65.2	31.1	21.7
16	29.2	49.3	53.4	23.3	17.3	24.6
17	62.8	78.3	31.1	18.8	5.4	0.0
18	48.0	43.5	38.6	44.9	13.3	8.7
19	26.2	21.7	58.4	66.7	15.3	8.7
20	50.4	89.9	39.1	4.3	10.3	2.9
21	73.2	73.9	8.9	13.0	17.3	10.1
22	74.2	85.5	16.8	4.3	7.9	7.2
23	87.6	81.2	3.9	1.4	7.9	14.5
24	75.7	73.9	12.8	4.3	10.3	18.8
25	89.6	94.2	3.4	0.0	6.4	2.9
26	57.9	76.8	30.1	15.9	11.3	4.3
27	49.0	46.4	19.8	20.3	31.1	30.4
28	17.3	44.9	41.0	20.3	41.0	31.9
29	23.7	29.0	29.2	46.4	47.0	21.7
30	4.9	4.3	31.1	50.7	63.8	42.0

1968-1969 Data

In indicating the preferred source of preparation for the characteristics, the greatest percentage of the respondents placed 18 of the card statements in the category "Formal Education Prior to Hire"; 5 card statements in "Formal Company Training Program"; and 6 card statements in "On-the-Job Training." On one card there was a tie between the latter two categories. Only minor variations were found when respondents were compared by large store versus small store and by education level of middle managers. Somewhat greater diversity was noted when chain store versus independent store respondents were compared, and when respondents from stores with and without formal company training programs were compared.

An interesting contrast appears when the degree of importance of characteristics are compared to their preferred source of training. Combining "Formal Company Training Program" and "On-the-Job Training" categories (in the sense that they are "In-Store" efforts) and contrasting this grouping with "Formal Education Prior to Hire" the following is noted. The "In-Store" is the preferred source of training for four of the top five statements in importance (29, 30, 15, and 28) and all five of the least important characteristics (25, 23, 21, 26, and 9) are felt best accomplished through "Formal Education Prior to Hire." Also of interest is that of the five statements judged most important, four were classified as "specific" and all five of the least important statements were classified as "general."

CHAPTER 5

PROJECTED NEED FOR MIDDLE MANAGEMENT

The question "How many middle managers are in the retail department store field?" is most difficult to answer. Much depends upon how middle management is defined. If a very precise and specific definition is used, the limitations of the definition may cause many middle management positions to go uncounted. The use of a broad and generally stated definition opens the possibility that too great a variation may exist in the interpretation of middle management.

The definition used in this study was considered broad in scope, but the respondents were encouraged to interpret middle management as it was generally used in their firm. The definition offered by the interviewer, if asked, was that middle management would be "personnel responsible for successful operation of assigned units, departments, or divisions, but including neither executive level management nor rank-and-file level employees." It was realized that company or personal philosophy would influence the count of middle managers as well as the traditional practices of a firm, such as treatment on payroll records, assignment of authority, and organizational structure.

The data for this portion of the study was elicited by a single question to the executive respondents: "How many middle management positions do you now have in this store?" The ultimate importance of the concern about the nature and scope of middle management rests to a great degree on the number of middle managers in retail department stores.

Number of Middle Managers

The 42 department stores in this study employed, as reported through the executive interviews, 17,025 employees on a full-time equivalent basis. Of these, 1,417 were reported as being in middle management positions for an overall ratio of middle management to other full-time employees of 1 to 11.02. In terms of percent this means that for this group of stores 8.3 percent of the employees were in middle management. For individual stores the ratio of middle managers to other employees ranged from a low of 1 to 22.6, to a high of 1 to 5.6.

Middle Managers by Store Size

Table 47 provides a breakdown of middle managers as compared to total employees by store size. The store number listed in the first

Table 47

RATIO OF MIDDLE MANAGERS TO TOTAL EMPLOYEES BY STORE SIZE AS REPORTED BY EXECUTIVES OF 42 DEPARTMENT STORES

LARGE STORES			SMALL STORES		
STORE NUMBER	NUMBER OF EMPLOYEES	NUMBER OF MID-MANAGERS	STORE NUMBER	NUMBER OF EMPLOYEES	NUMBER OF MID-MANAGERS
1	500	52	7	100	12
2	2,290	97	8	150	15
3	350	25	17	94	4
4	475	32	33	200	30
5	550	61	36	150	35
6	950	16	39	115	8
10	650	20	40	47	5
14	325	41	44	65	5
22	550	55	50	200	7
27	1,200	96	52	135	7
31	700	72	53	120	3
37	500	45	55	112	14
38	420	40	61	43	9
42	330	50	71	110	8
45	500	45	72	104	8
63	1,800	150	77	60	6
75	600	55	81	75	15
79	400	55	86	235	33
80	575	50	89	200	18
94	450	75	97	75	16
99	400	18	98	120	9
TOTAL	14,515	1,150	TOTAL	2,510	267
AVERAGE	691	55	AVERAGE	118	13

Ratio For Large Stores -- 1:11.62
Ratio For Small Stores -- 1:8.40
Overall Ratio -- 1:11.02

Data: 1968

and fourth columns is the number assigned to each store and is for identification purposes only. As indicated on the table, the 21 large stores employed 14,515 persons of which 1,150 were classified as middle managers. The ratio of middle managers to other employees for the large stores was 1 to 11.6, and the percentage of middle management of the total employment was 7.92 percent. The 21 small stores reported total employees as 2,510 and the number of middle managers at 267. This was a ratio of 1 middle manager for every 8.4 other employees and represented a middle management percentage of 10.63.

Chain Versus Independent

A comparison of the employees and middle managers of chain stores to those reported by independents shows that the ratio of middle managers to employees in chain stores was 1 to 11.5, whereas in independents the ratio was 1 to 7.28. In percentages, the chain stores had 7.93 percent of their employees as middle managers while the independents had 12.08 percent.

In reviewing the ratios and percentages of middle management by store size and by type of store organization, it should be noted that most independents were small stores. The independent retail department store generally does not have a parent or central office assuming any of the merchandising functions as found in most of the chains. The variation in chain versus independent patterns should prompt additional inquiry into the other comparisons in this study made by type of store organization.

Very Large Versus Very Small

A comparison of the employees and middle managers of the four largest firms in the sample against the four smallest firms reveals more clearly the effect of size on middle management.

The four largest firms had a total of 6,240 employees and 359 middle managers. The four smallest firms had 215 employees in total and 25 middle managers. The ratios and percentages of middle management are as follows:

Largest	Ratio - 1 to 13.6	Percentage - 5.75
Smallest	Ratio - 1 to 7.7	Percentage - 11.62

As would be expected, the use of the extremes would show differences from the group; however, it is interesting to note that the differences are greater for the largest stores. The four smallest stores, when compared to all small stores, show a decrease in the ratio of .7 of a unit and a change of 1 percent. The four largest stores, when compared to all large stores, show an increase in the ratio of 2 full units and a change of 2 percent.

Turnover and Changes in Middle Management

Changes in middle management as evidenced by turnover or new positions reflect one measure of the manpower situation in the retail department store field. Questions asked of the executive respondents sought data and information on turnover, estimates of changes in number of positions, and the problems of obtaining middle management personnel.

Turnover Rates

Store executives were asked to estimate the annual turnover of middle managers in their store using the previous calendar year or, if more appropriate, the average of the previous three years. A position was considered to be a turnover if the incumbant vacated the position, and the position had to be filled with another person. Causes of turnover were categorized as a) retirement, b) promotion, c) change of employment, or d) other causes. Because of the preponderance of turnover due to promotion, breakdown of turnover causes by store size or type is not presented.

The larger stores reported an estimated annual turnover of 14.4 percent while the smaller stores had a somewhat higher estimate of 15.7 percent. The overall estimated annual turnover is 14.7 percent. It should be noted that the estimate of 14.7 percent is for this study group whereas overall in the retail industry, where there is a greater proportion of the stores in the small category, a derived estimated annual turnover would be 15.2 percent. The data for the 42 department stores are given in Table 48.

The range of turnover was from a low of zero to a high of 42 percent. Obviously, a zero turnover is probably impossible on a long run basis; but using the criteria of this study for turnover, four of the smaller stores reported no turnover.

It would seem that the smaller stores experience rather extreme patterns of turnover. While as a group they have a higher turnover than the larger stores, they also experience the greatest amount of zero turnover. Although not a part of the questionnaire, it was noted that several of the large chain store middle managers were formerly middle managers with smaller store units. Thus, as a statistic, they would theoretically be listed by some smaller store as a turnover due to promotion.

Replacement Problems

When asked "What are your biggest problems in getting people to fill middle management positions?", salary and working hours were most frequently mentioned by the 81 executive respondents. "Low starting salary" was the answer given by 20 executives, while 14 cited a combination of "low salary and undesirable working hours." Fifteen executives felt the biggest problem was the "supply of properly qualified personnel." Among the other most frequent responses were: "retailing lacks attractive

Table 48

ESTIMATED ANNUAL TURNOVER OF MIDDLE MANAGERS AS REPORTED BY EXECUTIVES OF 42 DEPARTMENT STORES

STORE NUMBER	NUMBER OF MID-MANAGERS	ESTIMATED ANNUAL TURNOVER	STORE NUMBER	NUMBER OF MID-MANAGERS	ESTIMATED ANNUAL TURNOVER
LARGE STORES			SMALL STORES		
1	52	9	7	12	6
2	97	6	8	15	3
3	25	4	17	4	1
4	32	6	33	30	2
5	61	5	36	35	4
6	16	3	39	8	-
10	20	5	40	5	1
14	41	2	44	5	1
22	55	8	50	7	1
27	96	25	52	7	1
31	72	18	53	3	1
37	45	8	55	14	2
38	40	17	61	9	-
42	50	3	71	8	4
45	45	4	72	8	1
63	150	10	77	6	2
75	55	6	81	15	-
79	55	9	86	33	4
80	50	8	89	18	5
94	75	6	97	16	3
99	18	4	98	9	-
TOTAL	1,150	166		267	42

Range Low 0. - High - 42%

Estimated Percentage of Turnover for Large Stores -- 14.43%

Estimated Percentage of Turnover for Small Stores -- 15.72%
Estimated Percentage of Turnover for All Stores -- 14.68%

Data: 1968

image" and "getting people to accept conditions of the industry - motivation and willingness." Table 49 contains a list of the responses as well as the source and frequency with which they were made.

The store executives were asked where they obtained personnel to fill middle management positions. The responses to this query were arranged into six categories descriptive of their answers. The responses are presented in Table 50. The largest single source was "Promotion from within the firm," with 53.1 percent of the responses being of this nature. The category "Management trainee" could just as well be considered from within, although this represents a group who obviously were specially selected and were being groomed for increased responsibility. "Transfers from other stores in the chain" is another category that could be considered as an internal source. When the above three are considered in total, 67.9 percent, or just over two-thirds, of middle management positions were being filled from internal sources.

Table 51 treats the same data but shows the responses separated by large store executives and small store executives. The major variations in responses by store size is that the smaller stores appear to be getting more of their middle management from other firms and doing much less college recruiting. Small stores draw 30 percent from other firms while large stores report only 2.4 percent. Large stores report 19.5 percent from college recruitment and the small stores only 5.0 percent.

When the three internal sources (promotion from within, management trainees, and transfers from other stores in chain) are compared, the large stores have 78.1 percent coming from these while the small stores have 57.5 percent from these sources. The distributions of responses of the large store executives and the small store executives were tested statistically and found to be significantly different.

Recruitment Practices

In response to the question, "Do you recruit specifically for middle management?", the chief executives of 21 stores indicated "yes" while the other 21 indicated "no." (Table 52) The question was asked of both executives interviewed at each store and interestingly in eight cases the two executives did not agree; one saying "yes" the other saying "no." In such instances, as was intended with such responses, the answer of the chief store official was used.

In response to the question "What educational level do you desire?" asked of those executives that indicated they did recruit for middle management, the responses were widely distributed. (Table 53) Eight of the 21 indicated they desired college graduates, eight indicated high school graduates, three indicated something between high school and college graduates, and two respondents did not set any level of education for their firm.

Table 49

PROBLEMS IN FILLING DEPARTMENT STORE MIDDLE MANAGEMENT POSITIONS

Responses of 81 Store Executives

Statement	Source	Frequency
1. Low starting salary.	(9LC, 6SC, 5SI)	20
2. Low salary and undesirable working hours.	(10SC, 3LC, 1LI)	14
3. Supply of properly qualified personnel.	(9LC, 4SC, 1LI, 1SI)	15
4. Retailing lacks attractive image.	(3LC, 4SC, 1SI)	8
5. Getting people to accept conditions of the industry--motivation and willingness.	(6LC, 2SI)	8
6. No problem.	(4LC, 1SC, 1SI)	6
7. Difficult to attract young career minded men.	(3LC, 1SC, 1SI)	5
8. Long and odd hours.	(3LC, 1SC)	4
9. Ideas of grandeur in trainees, want to be VP over night.	(2LC)	2
10. Lack of knowledge on the potential in retailing.	(2LC)	2
11. Finding them--no place from which to draw these people.	(1SI, 1SC)	2
12. To recruit and maintain promotable people for mid-management.	(1LC)	1
13. Moving into small town.	(1SI)	1
14. Can't answer.	(1SI)	1

LC - Large Chain, LI - Large Independent, SC - Small Chain, SI - Small Independent

Data: 1968

Table 50

MAJOR SOURCE OF PERSONNEL FOR MIDDLE MANAGEMENT
AS REPORTED BY 81 STORE EXECUTIVES

Source	Number	Per Cent
Promotion From Within Firm	43	53.1
Management Trainee	7	8.6
Obtained From Other Firms	13	16.0
College Recruitment	10	12.4
Transfers From Other Stores In Chain	5	6.2
Other Recruiting And Advertising	3	3.7
TOTAL	81	100.0

Data: 1968

Table 51

MAJOR SOURCE OF PERSONNEL FOR MIDDLE MANAGEMENT
AS REPORTED BY 41 LARGE STORE EXECUTIVES AND 40 SMALL STORE EXECUTIVES

SOURCE	LARGE STORE		SMALL STORE	
	NUMBER	PER CENT	NUMBER	PER CENT
Promotion From Within Firm	27	65.9	16	40.0
Management Trainee	3	7.3	4	10.0
Obtained From Other Firms	1	2.4	12	30.0
College Recruitment	8	19.5	2	5.0
Transfers From Other Stores In Chain	2	4.9	3	7.5
Other Recruiting And Advertising	0	-	3	7.5
TOTAL	41	100.0	40	100.0

X^2 .95 with 5 d.f. =11.07, calculated X^2 equal 24.69.
It cannot be presumed that the source of middle management personnel as reported by executives of large stores and the executives of small stores is similar.

Data: 1968

TABLE 52

SPECIFIC RECRUITMENT FOR MIDDLE MANAGEMENT

Response	Large Stores	Small Stores	Total
Yes	11	10	21
No	10	11	21
Total	21	21	42

Data: 1968

TABLE 53

LEVEL OF EDUCATION DESIRED IN THOSE RECRUITED

Level Desired	Large Stores	Small Stores	Total
College Graduate	5	3	8
Two Years of College	-	2	2
Some College	1	-	1
High School	5	3	8
No Fixed Level	-	2	2
Total	11	10	21

Data: 1968

From these two questions came the information that permits a fairly clear distinction between "trainee" and middle management. The term trainee implied to most that the individual had been identified as a potential member of executive management and would be used as middle management insofar as this was desirable in the training and grooming of the individual for promotability. The phrase "recruitment for middle management" did not necessarily mean recruitment for trainees. Several firms indicated the practice of recruiting for trainees, but depended almost entirely on internal promotion for middle management as a group.

Anticipated Changes

Executives were asked, "Do you anticipate any change in the number of middle management positions in the next ten years for this store?" Table 54 shows the responses of the 81 executives broken down by store size. The executives from the large stores appear to be about evenly split in their estimates, 13 indicating they anticipated an increase in the number of middle managers during the next 10 years, while 12 anticipated a decrease, and 16 anticipated "no change." Over half of the executives of the small stores anticipated an increase. The difference in the change estimated by executives of large stores and executives of small stores is significant at the .05 level.

The most frequent explanation associated with an anticipated increase in the number of middle-managers was "Expansion - new store opening and larger operations." The next most frequent explanations dealt with changes in the nature of the middle management, "Demand for greater specialization" "Positions more sophisticated demanding higher qualified personnel" and "Splitting of divisions and departments" being examples of these.

Of those anticipating a decrease, over half were agreed that conditions would require "combining several middle management positions into one position and giving it higher status and responsibility."

Tables 55, 56, and 57, respectively, contain the reasons for anticipated increase, decrease, or no change in middle management positions within the next ten years. Similar responses have been grouped and the sources, by size of store and type of operation, are indicated in the parentheses following each statement.

Many of the executives felt that they could not, with any degree of accuracy, make any valid prediction of change. The variability and number of factors that could predicate staff changes were frequently cited as reasons for this inability.

Table 54

ESTIMATED CHANGE IN NUMBER OF MIDDLE MANAGEMENT POSITIONS OVER THE NEXT TEN YEARS -- AS PREDICTED BY 81 EXECUTIVE MANAGERS

ANTICIPATED CHANGE	SIZE OF STORE		TOTAL
	LARGE	SMALL	
Increase	13	22	35
Decrease	12	6	18
No Change	16	12	28
TOTAL	41	40	81

X^2 .95 with 2 d.f. = 5.99 calculated X^2 equal 11.38

It cannot be presumed that the change in number of middle management positions estimated by executives of large stores and executives of small stores is similar.

Data: 1968

TABLE 55

REASONS FOR ANTICIPATED INCREASES IN DEPARTMENT STORE MIDDLE MANAGEMENT WITHIN THE NEXT TEN YEARS

STATEMENT	SOURCE*	FREQUENCY
1. Demand for greater specialization. As a result, for example, a buyer will not be able to handle the same number of departments.	(1SC, 2LC, 2SI)	5
2. Depth of merchandise will be expanded.	(1SC)	1
3. Expansion--new store opening and larger operations.	(5LC, 3SC, 5SI)	13
4. Increase in Central Staff for service to branches. Numerous changes because of EDP staff.	(1LC)	1
5. Positions will leave greater responsibility and authority and will require more qualified people.	(1SC)	1
6. Increase in non-merchandising positions.	(1LC)	1
7. Much faster promotion.	(1LC)	1
8. Positions will be more sophisticated demanding higher qualified personnel.	(3LC)	3
9. Splitting of divisions and departments.	(3LC, 2SC)	5
10. Addition of union oriented personnel to deal with unions in the event store is unionized.	(1LC)	1
11. Fewer leased departments.	(1SC)	1
12. To increase profitability because current employees do not have same incentive as middle management positions would.	(1SC)	1
13. Working conditions have to improve.	(1SC)	1
14. Possible increase of positions if store went self-service.	(1LC)	1

*SC - Small Chain, SI - Small Independent, LC - Large Chain, LI - Large Independent

Data: 1968

TABLE 56

REASONS FOR ANTICIPATED DECREASES IN DEPARTMENT STORE MIDDLE MANAGEMENT WITHIN THE NEXT TEN YEARS

STATEMENT	SOURCE*	FREQUENCY
1. Because of necessity, unable to draw on the talent--no change in character of job.	(1SI)	1
2. Because they can't attract the personnel, may have to change structure.	(1SC)	1
3. As departments get too big, they split.	(1LC)	1
4. Combining several middle management positions and giving it higher status and responsibility.	(7LC, 1SC, 1LI 1SI)	10
5. Improved methods and techniques such as stock control, packaging and self-selection.	(1LC, 2SC)	3
6. Opening another store in the city.	(1LC)	1

*SC - Small Chain, SI - Small Independent, LC - Large Chain, LI - Large Independent

Data: 1968

TABLE 57

REASONS FOR NOT ANTICIPATING ANY CHANGE IN DEPARTMENT STORE MIDDLE MANAGEMENT WITHIN THE NEXT TEN YEARS

STATEMENT	SOURCE*	FREQUENCY
1. Less position available because of more automation.	(1LC)	1
2. Present positions assume more responsibility.	(1LC)	1
3. Union demands less people in management--must fight union to promote to management level.	(1SC)	1
4. More women assuming some of the present functions with men moving to upgraded level of management.	(1LC)	1
5. Reorganization at store level--Title Changes.	(2SC)	2
6. No answer.	(8LC, 8SC, 1LI, 1SI)	18

*See Table 4.3 for Code.

Data: 1968

Middle Management Needs

The annual turnover estimated for middle management in the retail department stores of the United States was estimated at 15.2 percent. Coupled with this is the expectation by 43 percent of the store executives that there will be increased demand for middle management in the next ten years. Clearly, then, there is a substantial demand for middle management personnel.

The source of such persons seems, at this time, to be primarily from personnel employed in rank and file levels of the same store. The expectations of such personnel, in terms of personal and educational characteristics, suggests that they should be coming to the store with some type of deliberate preparation for middle management work. The focus of this chapter is on how many middle management personnel are needed and what contribution the prime educational resource is making toward this need.

Middle Management Education

Interest in retail education by collegiate schools of business has never been extensive and in recent years the offering of specific curriculums in merchandising and retail management has become almost non-existent. There has developed, however, in other sectors of the educational structure, programs devoted to the preparation of personnel for work in retail institutions. These programs are most generally referred to as "Distributive Education" and are conducted in both secondary and post-secondary institutions of education. The high school programs usually prepare students for initial employment in distributive occupations while most post-secondary (junior colleges, technical institutes, community colleges) equip students for employment at the middle management and supervisory levels.

In 1968 the American Vocational Association published a directory listing post-secondary programs serving the retailing and merchandising industry.[32] This list included both general and specialized programs found throughout the United States at the post-secondary level. Examination of the list permitted calculation of the number of graduates in retail, general marketing, and general middle management curriculums for each state. Information from the U. S. Department of Labor and the statistics from this study produced estimated needs for middle management in retail department stores on a state by state basis. The comparison of need and the degree to which this need is being met by post-secondary marketing education is most interesting and perhaps sets the stage for meaningful local interpretations of this entire study.

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[32] Op. Cit.

The National Picture

Before consideration of specific data, a cautionary note should be extended. Like all data the figures presented here are for a particular point in time. The number of retail employees, the turnover rates, the number of graduates with backgrounds appropriate for retail department store middle management, and all the rest, need to be re-calculated from time to time to reflect industry, labor, and educational change. It is strongly suggested that those interested in the present status of a particular state or region adjust the findings presented here through use of the most current data available to them.

Table 58 shows the United States total as well as the totals for nine regional areas. The annual need for new middle management in the retail department store field is 13,642. The total of all general marketing and merchandising graduates from post-secondary institutions is 8,662. (This total does not include graduates from specialized programs such as Real Estate, Petroleum Marketing, and Food Merchandising). Two figures are given to indicate the contribution of the post-secondary schools. The first assumes that 10 percent of the total graduates enter SIC 531, and the second assumes that 20 percent enter SIC 531. The best estimates from several states with on-going post-secondary marketing education is that the figure would be about 12.5 percent.

If 10 percent of the annual general marketing and merchandising graduates from post-secondary institutions enter retail department store middle management, then 6.3 percent of the industries' annual need is being satisfied from this source. If a 20 percent entry is assumed, then 12.7 percent of the need is being met. A question not dealt with in this study and not discussed in any of the related literature reviewed is that of "How many of the annual post-secondary marketing graduates should be expected to enter retail department store employment?" Certainly this question merits consideration, and the answer would in large part determine action for the educational leaders of a state and its schools.

The geographical area of New England appears to be making the greatest potential contribution. Assuming 10 percent of their marketing graduates enter SIC 531 employment at the middle management level, then 17.7 percent of the annual need of that area is being met by this source alone. The least contribution would seem to be by the West South Central area with only .7 percent assuming a 10 percent entry. An analysis of each region follows.

New England

The data for the New England region are shown in Table 59. Notable in this region is that New Hampshire with only 10 percent of its post-secondary marketing graduates could meet 88.2 percent of the annual need for new middle management in retail department stores of that state. Overall it would seem that the New England region is making a substantial

TABLE 58

MIDDLE MANAGEMENT NEEDS

United States - Geographic Regions

Region	Employment in Retail Dept. Stores[1]	Total Middle Management[2]	Annual Need New Middle Management[3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming -- 10% Enter SIC 531	20% Enter SIC 531
New England	55,415	5,375	817	1,443	17.7%	35.3%
Mid Atlantic	201,703	19,565	2,973	2,455	8.3%	16.5%
South Atlantic	114,201	11,075	1,682	614	3.7%	7.3%
East North Central	212,381	20,601	3,130	1,582	5.1%	100.1%
West North Central	72,081	6,992	1,063	718	6.8%	13.5%
East South Central	32,620	3,164	481	142	2.9%	5.9%
West South Central	72,272	6,918	1,051	69	0.7%	1.3%
Mountain	28,605	2,774	420	211	5.0%	10.0%
Pacific	137,426	13,329	2,025	1,428	7.1%	14.1%
United States Total	926,704	89,793	13,642	8,662	6.3%	12.7%

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[1] Total employment in SIC classification 531 as reported by U. S. Dept. of Labor, BLS 1967.

[2] Total employment of which 9.7% considered to be in middle management.

[3] Annual turnover of 15.2% of the middle management total.

[4] As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D. C. 1968.

Data: 1968

TABLE 59

MIDDLE MANAGEMENT NEEDS

U. S. Geographic Region - NEW ENGLAND

State	Employment in Retail Dept. Stores[1]	Total Middle Management[2]	Annual Need New Middle Management[3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming --	
					10% Enter SIC 531	20% Enter SIC 531
Maine	2,053	199	30	87	29.0%	58.0%
New Hampshire	1,123	102	17	151	86.8%	176.5%
Rhode Island	4,156	403	61	197	32.3%	64.6%
Vermont	874	85	13	40	30.8%	61.5%
Massachusetts	32,551	3,157	480	621	12.9%	25.9%
Connecticut	14,653	1,422	216	347	16.1%	32.1%
REGIONAL TOTAL	55,415	5,375	817	1,443	17.7%	35.3%

1. Total employment in SIC classification 531 as reported by U. S. Dept. of Labor, BLS 1967.

2. Total employment of which 9.7% considered to be in middle management.

3. Annual turnover of 15.2% of the middle management total.

4. As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D. C. 1968.

educational contribution. It should be noted, though, that the predominance of programs in this region are general marketing programs which must serve special marketing needs as well as the general merchandising area.

Mid Atlantic

This region includes only three states - New York, Pennsylvania, and New Jersey. The greatest contribution appears to be made by New York with a 10.8 percent contribution assuming 10 percent of the graduates enter department store work. New Jersey is the lowest of the three states with only a 1.4 percent contribution at the 10 percent level. Data is given in Table 60.

South Atlantic

Nine states comprise this region with most of them making only minimal contributions through their post-secondary institutions. One state, North Carolina, has not been calculated because the retail employment for the period used in this study has been withheld. The post-secondary graduates in general marketing and merchandising programs for North Carolina was a substantial 151. Had this state been included, the regional picture would be somewhat improved. See Table 61.

East North Central

Of the five states in this region, see Table 62, Michigan is providing the greatest contribution with Wisconsin a close second. Indiana's post-secondary effort has the least potential contribution of this region with a .1 percent, assuming 10 percent enter SIC 531. The East North Central region ranks as number one in terms of employment in retail department stores and, as such, is an area with numerous job opportunities for the aspiring retail middle manager.

West North Central

In this region Iowa, in proportion to the annual need for middle management, attained the highest percent potential contribution with 14.1 percent of annual need at the 10 percent level. Second and third places were held by North Dakota and Minnesota, respectively, among the seven plains states in this region. South Dakota reported no post-secondary graduates in marketing. Data on all states is in Table 63.

East South Central

The need for new middle management in the four states of this region is 481. A total of 142 marketing graduates were reported; thus, if 10 percent enter retail department store employment, 2.9 percent of the regional need could be met. Of the four states, Mississippi has attained the greatest potential contribution. Tennessee did report new programs

TABLE 60

MIDDLE MANAGEMENT NEEDS

U. S. Geographic Region - MID ATLANTIC

State	Employment in Retail Dept. Stores[1]	Total Middle Management[2]	Annual Need New Middle Management[3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming -- 10% Enter SIC 531	20% Enter SIC 531
New York	103,454	10,035	1,525	1,644	10.8%	21.6%
Pennsylvania	60,801	5,898	896	731	8.2%	16.3%
New Jersey	37,448	3,632	552	80	1.4%	2.9%
REGIONAL TOTAL	201,703	19,565	2,973	2,455	8.3%	16.5%

1. Total employment in SIC classification 531 as reported by U. S. Dept. of Labor, BLS 1967.

2. Total employment of which 9.7% considered to be in middle management.

3. Annual turnover of 15.2% of the middle management total.

4. As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D. C. 1968.

Table 61

MIDDLE MANAGEMENT NEEDS

U.S. Geographic Region - SOUTH ATLANTIC

State	Employment in Retail Dept. Stores[1]	Total Middle Management[2]	Annual Need New Middle Management[3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming -- 10% Enter SIC 531	20% Enter SIC 531
Delaware	2,647	257	39	24	6.1%	12.3%
Maryland	23,432	2,272	345	17	.5%	1.0%
West Virginia	5,619	545	82	40	4.9%	9.8%
South Carolina	6,157	597	91	33	3.6%	7.3%
Florida	27,907	2,706	411	145	3.5%	7.1%
Dist. of Col.	10,015	971	148	40	2.7%	5.4%
Virginia	22,208	2,154	327	79	2.4%	4.8%
North Carolina	Figures Withheld	-----	---	176	----	----
Georgia	16,216	1,573	239	60	2.5%	5.0%
REGIONAL TOTAL	114,201	11,075	1,682	614	3.7%	7.3%

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1. Total employment in SIC classification 531 as reported by U.S. Dept. of Labor, BLS 1967.
2. Total employment of which 9.7% considered to be middle management.
3. Annual turnover of 15.2% of the middle management total.
4. As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D.C. 1968.

TABLE 62

MIDDLE MANAGEMENT NEEDS

U. S. Georgraphic Region - EAST NORTH CENTRAL

State	Employment in Retail Dept. Stores[1]	Total Middle Management[2]	Annual Need New Middle Management[3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming --	
					10% Enter SIC 531	20% Enter SIC 531
Ohio	64,164	6224	946	398	4.2%	8.4%
Illinois	60,485	5867	892	128	1.4%	2.9%
Indiana	22,075	2141	325	34	.1%	.2%
Michigan	45.285	4393	667	723	10.8%	21.7%
Wisconsin	20,372	1976	300	299	10.0%	19.9%
REGIONAL TOTAL	212,381	20,601	3,130	1,582	5.1%	10.1%

1. Total employment in SIC classification 531 as reported by U. S. Dept. of Labor, BLS 1967.

2. Total employment of which 9.7% considered to be in middle management.

3. Annual turnover of 15.2% of the middle management total.

4. As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D. C. 1968.

TABLE 63

MIDDLE MANAGEMENT NEEDS

U. S. Geographic Region - WEST NORTH CENTRAL

Store	Employment in Retail Dept. Stores[1]	Total Middle Management[2]	Annual Need New Middle Management[3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming -- 10% Enter SIC 531	20% Enter SIC 531
Iowa	10,859	1,053	160	226	14.1%	28.2%
Kansas	6,154	597	91	73	8.0%	16.0%
Minnesota	19,717	1,913	291	268	9.2%	18.4%
Missouri	24,152	2,343	356	89	2.5%	5.0%
Nebraska	7,802	757	115	31	2.7%	5.4%
North Dakota	1,912	186	28	31	11.1%	22.1%
South Dakota	1,478	143	22	0	0.0%	0.0%
REGIONAL TOTAL	72,081	6,992	1,063	718	6.8%	13.5%

1. Total employment in SIC classification 531 as reported by U. S. Dept. of Labor, BLS 1967.

2. Total employment of which 9.7% considered to be in middle management.

3. Annual turnover of 15.2% of the middle management total.

4. As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D. C. 1968.

but did not report any graduates, and Kentucky had only 8 for a .7 percent contribution at the 10 percent level. Complete data is in Table 64.

West South Central

Although only one of the four states in this region (Table 65), Texas, reported post-secondary marketing graduates at the time of the study, both Arkansas and Louisiana had programs in operation with first-year students enrolled. As a region, though, the West South Central area is making the least contribution to potential middle management needs in the retail department store field.

Mountain

Three states of this region - Idaho, Utah, and Wyoming - were providing better than 12 percent of state needs assuming the 10 percent level. Examination of Table 66 will reveal also that two states, New Mexico and Nevada, were meeting no part of their needs by way of post-secondary graduates. New Mexico did report initiation of a new program in general marketing.

Pacific

California had 1,085 marketing graduates, but is only modestly serving the retail department store industry in that state. Both Oregon and Washington are, proportionately, doing a better job of providing potential middle management personnel. Neither Alaska nor Hawaii reported any post-secondary marketing graduates at the time of this study. Even though the demand for personnel in these two states is not high, their geographic location suggests need for post-secondary marketing training within each state. Data for the Pacific Region is shown in Table 67.

TABLE 64

MIDDLE MANAGEMENT NEEDS

U. S. Geographic Region - EAST SOUTH CENTRAL

State	Employment in Retail Dept. Stores[2]	Total Middle Management[2]	Annual Need New Middle Management[3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming --	
					10% Enter SIC 531	20% Enter SIC 531
Kentucky	7,707	747	114	8	0.7%	1.4%
Alabama	8,151	791	120	23	1.9%	3.8%
Tennessee	14,499	1,406	214	0	0.0%	0.0%
Mississippi	2,263	220	33	111	33.6%	67.3%
REGIONAL TOTAL	32,620	3,164	481	142	2.9%	5.9%

1. Total employment in SIC classification 531 as reported by U. S. Dept. of Labor, BLS 1967.
2. Total employment of which 9.7% considered to be in middle management.
3. Annual turnover of 15.2% of the middle management total.
4. As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D. C. 1968.

TABLE 65

MIDDLE MANAGEMENT NEEDS

U. S. Georgraphic Region - WEST SOUTH CENTRAL

State	Employment in Retail Dept. Stores[1]	Total Middle Management[2]	Annual Need New Middle Management[3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming -- 10% Enter SIC 531	20% Enter SIC 531
Arkansas	3,239	319	48	0	0.0%	0.0%
Louisiana	11,860	1,150	175	0	0.0%	0.0%
Oklahoma	8,265	802	122	0	0.0%	0.0%
Texas	47,908	4,647	706	69	1.0%	2.0%
Regional TOTAL	71,272	6,918	1,051	69	0.7%	1.3%

1. Total employment in SIC classification 531 as reported by U. S. Dept. of Labor, BLS 1967.

2. Total employment of which 9.7% considered to be in middle management.

3. Annual turnover of 15.2% of the middle management total.

4. As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D. C. 1968.

Table 66

MIDDLE MANAGEMENT NEEDS

U.S. Geogeographic Region - MOUNTAIN

State	Employment in Retail Dept. Stores[1]	Total Middle Management[3]	Annual Need New Middle Management [3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming -- 10% Enter SIC 531	20% Enter SIC 531
Arizona	7,049	684	104	46	4.4%	8.8%
Colorado	9,030	876	133	15	1.1%	2.3%
Idaho	1,909	185	28	45	16.1%	32.1%
New Mexico	2,651	257	39	0	0.0%	0.0%
Montana	1,574	153	23	13	5.7%	11.3%
Nevada	1,190	115	17	0	0.0%	0.0%
Utah	4,602	446	68	82	12.1%	24.1%
Wyoming	600	58	8	10	12.5%	25.0%
REGIONAL TOTAL	28,605	2,774	420	210	5.0%	10.0%

1. Total employment in SIC classification 531 as reported by U.S. Dept. of Labor, BLS 1967.
2. Total employment of which 9.7% considered to be in middle management.
3. Annual turnover of 15.2% of the middle management total.
4. As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D.C. 1968.

TABLE 67

MIDDLE MANAGEMENT NEEDS

U. S. Geographic Region - PACIFIC

State	Employment in Retail Dept. Stores[1]	Total Middle Management[2]	Annual Need New Middle Management[3]	Annual Marketing Graduates Post Secondary[4]	Annual Need Being Met by Post Secondary Graduates Assuming --	
					10% Enter SIC 531	20% Enter SIC 531
Alaska	Figures Withheld	---	---	---	---	---
California	111,473	10,812	1,643	1,085	6.6%	13.2%
Hawaii	2,539	246	37	0	0.0%	0.0%
Oregon	8,812	855	130	152	11.7%	23.4%
Washington	14,602	1,416	215	191	8.9%	17.8%
REGIONAL TOTAL	137,426	13,329	2,025	1,428	7.1%	14.1%

1. Total employment in SIC classification 531 as reported by U. S. Dept. of Labor, BLS 1967.

2. Total employment of which 9.7% considered to be in middle management.

3. Annual turnover of 15.2% of the middle management total.

4. As reported in DIRECTORY OF POST SECONDARY RETAILING AND MARKETING VOCATIONAL PROGRAMS, American Vocational Association, Washington, D. C. 1968.

CHAPTER 6

OBSERVATIONS AND QUESTIONS

The usual pattern for a study report is, after presentation of findings, to develop a series of conclusions drawn from the data. It seems that drawing conclusions, in the strict sense, from the findings here would be a bit pretentious. Examination of the data by different individuals results in varying observations. These observations are seldom factual conclusions, but more often come as questions or queries that lead to speculation or suggest new areas of inquiry.

Despite the fact that it is difficult to draw definite conclusions, the data and findings are meaningful. When reviewed in total, significant pieces begin to fall into place and set the stage for some thought provoking propositions and directions for action. This chapter explains the interpretation process, raises questions about the various concerns of the study, and sets forth implications and propositions for action.

Cautionary notes have been extended in previous chapters on the limitations of the study. This need for care in interpretation is mentioned again. It must be remembered that this study deals only with retail department store middle management. Extension of ideas or facts beyond this one category of retailing is not intended or implied.

Interpretative Session

Upon the completion of data collection, initial tabulation, and the preparation of cross comparisons, an interpretative session was held. A selected committee (Appendix R) composed of department store executives, educators from institutions of higher education, and representatives from professional organizations reviewed the preliminary findings. This group met in a full day conference addressing itself to the question, "What do these findings suggest to the retail department store industry and to educational institutions concerned with marketing and retail education?"

Several points emerged as the result of this interpretative committee's deliberations. First among these was that the perspective an individual has about the findings of the study depended in large part upon present and past occupational experiences. If one's business experience has been primarily with a single firm, the philosophy and practices of that firm are paramount as the apperceptive base upon which these findings are interpreted. Likewise, one's perspective of education depends upon what education has been received or encountered, and the personal judgement of the value of that education.

A second point of information, one that became evident during the interviews with the respondents to the study and was confirmed in the discussion by the committee, was the lack of information on the job progression patterns of middle managers. Many respondents could not describe the job movement of middle managers during the several years preceeding eventual promotion to executive management. Moreover, the high mortality of those identified as potential executive material from time of employment to approximately five years later could not accurately be accounted for. The general figure of the industry, 15 percent lost each year, did not seem unrealistic to the committee, but was recognized as a tremendous loss of investment and possible future talent. When only four persons out of an original ten are still with the firm after five years, numerous questions need to be raised about selection, training, education, incentives, and motivation. It may be understandable, but not logical, that a firm knowing these statistics would take the attitude of "why bother" with any serious selection or education because most of these people won't be around long anyway.

Many firms could not really judge the effectiveness of their own efforts with middle management because they did not have meaningful data about them. Some did not know, and many could not find, the major field of study of middle managers who had taken formal education beyond high school. Certainly it would be difficult to judge the output or contribution of an in-firm training effort if there is no accurate imput data. An outstanding individual may develop to an outstanding executive even if the firm has a questionable training program; likewise, the marginal individual may be even less qualified after a similar program. This nebulous nature of middle management seems particularly evident in the early period or beginning phases of work at this level.

A low percentage of middle management respondents came from post-secondary schools (2.4%) and none of the first reported deliberately drawing middle management personnel from post-secondary marketing or retail education programs. The dichotomy of the situation was obvious--the post-secondary marketing, merchandising, or management programs have a major goal the preparation of middle management personnel while the department stores are in need of qualified personnel but have not recognized post-secondary marketing education (or apparently any marketing education program, collegiate or high school) as a dependable source of desirable personnel. The reasons for this are not clear, but in discussion of desired characteristics, to be covered later in the chapter, it was evident that the retail industry sees little that is very special in the graduates from post-secondary marketing or retailing programs. The interpretation group, however, did not ignore the post-secondary programs, but seems to feel that it may be because they are relatively new and the number of graduates not great; therefore, judgment of possible value should be held in abeyance for the time being.

There were numerous indicators that many retail firms were sensitive to new and progressive practices in department store personnel work. Too frequently, however, there was evidence that traditional and often erroneous concepts about middle management, particularly by buyers and divisional managers, persist unabated in minds and action. One of the most frequent was that retailing is an art and not a field which can be scientifically studied. Those holding this view contend that the "right" person will, if given a system and capital, produce a profit for the firm. They believe that no personnel selection criteria, other than intuition, has merit and that training or educational activity by the firm is mere interference with the middle manager's primary goal of making money.

Few respondents had strong convictions about the projected need for middle management personnel. This, combined with the nature of manpower problems reported, suggested to the interpretation committee that many retailers did not see or sense the "big picture" of the department store industry. It seems that retailers understand and describe well that which is immediate and current. There was, throughout the study and during the interpretative session, concern about conditions of employment, hours, image, and similar factors which the industry feels exists but are frequently misconstrued or misunderstood. The feeling of the group was that more should be done about the question, "What can be done about the situation?" rather than trying to figure out if the fault is with the industry's or with education's approach to retailing education.

Overall, the interpretation committee felt that the study had drawn from a representative group of stores, that the data collected was valid and reliable, that the tabulations presented did offer the findings without distortion, and that the data should be presented in as complete a manner as possible. The committee did caution against excessively specific interpretations and definitive conclusions.

While the previous discussion reveals some of the committee's comments and observations, many more of their views served to guide the summary and interpretation that follows. Any error or omission of the group's observations must, however, rest with the writer.

The Middle Management Position

This study was limited to middle management in retail department stores in hopes of dealing with as homogenous a group as possible. Practice in stores reveals, however, that in addition to the classic split of middle management personnel into merchandising and operations, a third group of tasks are emerging which could be called "ancillary" or "supplementary." These persons are neither merchandisers nor in direct support of merchandisers in the usual sense. These individuals are in such areas as data processing, logistics, or research and development, and do not enter their work through the usual merchandising or sales supporting routes. They may come to their job without prior retail store experience. Positions of middle management such as these are not adequately represented in the study; thus, the information here reflects the traditional middle manager.

Perhaps the most striking fact about department store middle managers is how little they participate in policy matters, especially in chain stores, and how relatively little say so they have in hiring and firing of subordinates, contrasted with the rather high involvement in making decisions and planning. In terms of time spent on various tasks, "merchandise selection" and "merchandise control" were most frequently reported as taking the most time. It could be that decision making and planning are more closely related to these two tasks than the broader merchandising decisions. "Promotion" and "customer service" ranked third and fourth in time spent, with "personnel duties" being in fifth place with still nearly a third of the respondents saying this took most of their time.

Apparently the middle managers have little responsibility for training. Training was not developed as a task item in the pilot study and was not added by respondents. One out of four middle managers said that "evaluation" was a task taking most of their time, thus indicating that evaluation has some importance, but it would seem to be for assessment more than corrective or developmental purposes.

The differences in functions performed by middle managers in large stores versus those performed in small stores suggests that the middle management positions are considerably different. The position in the larger store tends to be more sophisticated and seems to require greater depth of knowledge and skill in the functions performed. The greater scope of functions performed in the smaller store, such as hiring and firing subordinates, may arise because the smaller store does not have personnel departments or other staff functionaries, which means that the middle managers must then do these jobs. Figure 5 illustrates the possible relationship among staff levels and store size.

Additional questions concerning the nature of the middle management position are:

> Is it essential for non-merchandising middle managers to have experience as workers in merchandising areas?
>
> Can or does an industry which frequently views its primary middle management work (merchandising) to be an art, expect education, internal or external, to make a significant impact upon middle management effectiveness?
>
> Does the proportion of time devoted to individual tasks accurately reflect the position of middle management to the extent that educational planning could be based on such analysis?

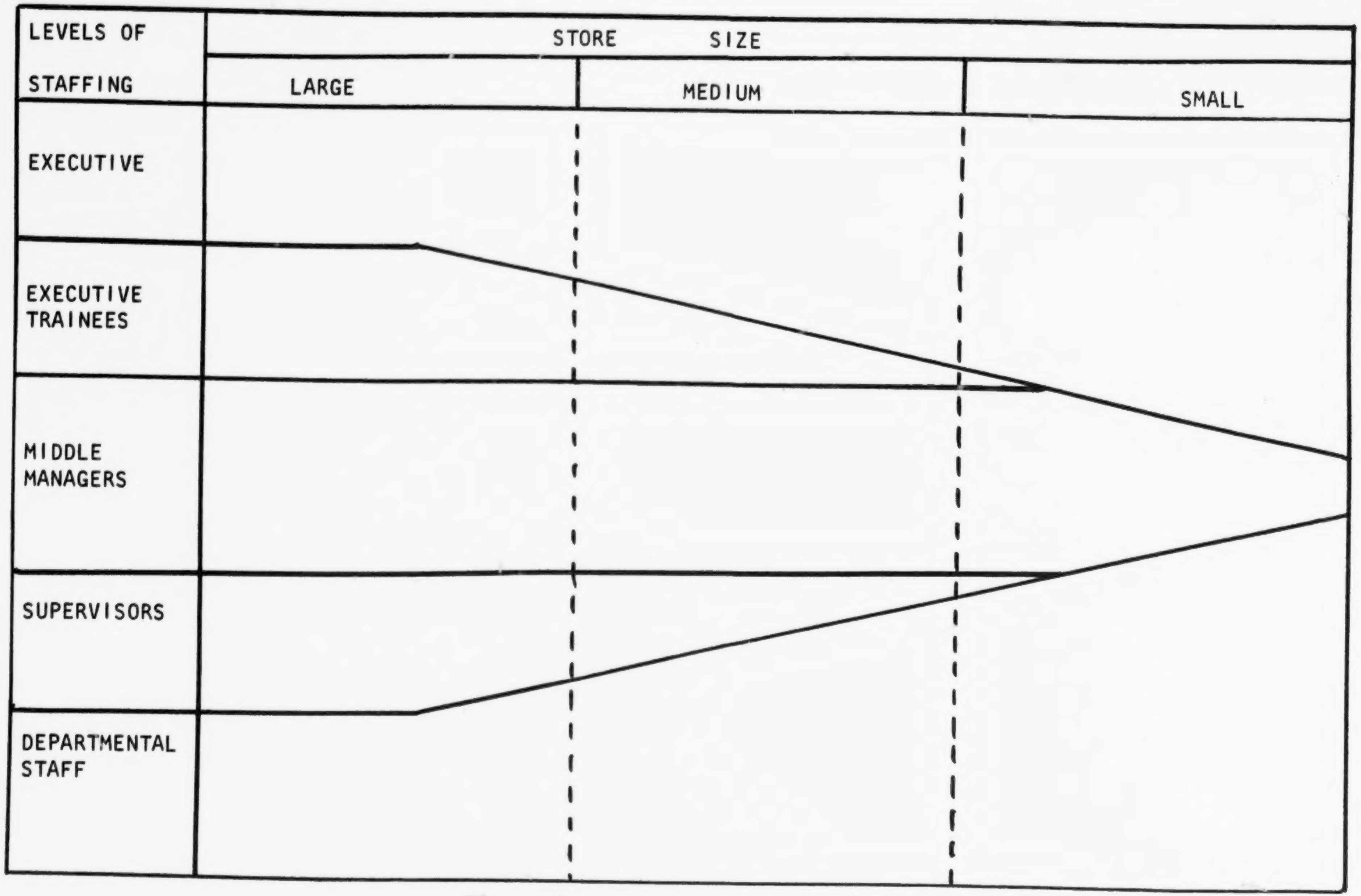

Figure 5

Degree of Staff Deliniation Illustrated by Store Size

Is the nature of the chain store middle manager sufficiently different from that of the independent store middle manager so that different sets of personal and educational characteristics could be drawn? Is the same possible for large store middle managers versus small store middle managers?

Does the nature of middle management tasks and the time devoted to them in various store sizes suggest any universal common pattern of experiences necessary for job progression?

Can a retail firm operate its middle management manpower program with a dual philosophy; that is, one portion directed toward a career middle management concept and another portion directed toward transitory experience prior to executive promotion?

Qualities of Middle Managers

The qualities most desired in middle managers, judged by both executives and middle managers themselves, were those that could be classified as "work oriented." "Willingness to assume responsibility" and "integrity and loyalty" are qualities which are difficult to develop and are not assumed to be natural talents.

The two qualities on the lower end of the scale of ten selected qualities were, on the combined scores of executives and middle managers, "dynamic enthusiasm" and "perserverance." It seems then that a middle manager need not have a contagious exuberance or even be one that persists unduly to be effective in retail middle management. In work performance, examples can be given to support or contradict this view; yet it would seem important to provide this information to career counselors and potential retailers.

The qualities desired in middle managers are those that would make him a good worker and a profitable member of the management team, but not necessarily a popular person to work for or to work with. Undoubtedly this quality would be nice but would receive less attention in the person's selection and promotion.

There are two questions from this portion of the study that particularly deserve additional research.

The first is whether the high degree of consistency between executives and middle managers on the desired qualities of middle managers reflects true agreement or whether the terminology applied to these qualities are those that would "lead" answers to the results obtained. Perhaps some semantic differential type of test needs to be conducted on this phase of the study.

The second question is to what degree creativity and conformity enter as qualities of middle managers. By implication both of these qualities enter into an interpretation of managers, yet in this study neither of these qualities seemed to be of concern to respondents. (Only 6.3% of executives and 3.3% of middle managers added to the list of qualities and most of these additions were rephrasing of the original list of 10.) It would seem that a study of creativity versus conformity of middle managers by store size and type of organization could reveal some insights now absent in the literature.

Characteristics of Middle Managers

There is a fairly clear distinction between the characteristics rated most important and those rated least important by the respondents in this study. Those characteristics rated most important were of the "how to" type (only one of the top seven would not fit this description, statement number 20). The characteristics rated least important were of the "understand or know" type (only one of the bottom seven would not fit this description, statement number 21).

Within the top seven and within the bottom seven characteristics, the executives and the middle managers had high agreement. Likewise on the comparisons of large versus small size stores, the agreement of the upper seven and lower seven was high. Within the chains the large and small size store respondents were in close agreement, but within the independent stores there was discrepancy between large store respondents and small store respondents. Responses from those whose stores had training programs differed little from the responses of those who did not report training programs.

On the other respondent variables; age, sex, length of service, and amount of education, the agreement was relatively close.

Some of the questions that arise because of these findings would be:

Does the high degree of agreement on the card sort characteristics among age groups suggest that a) the nature of middle management is highly static, or b) that once the position has been achieved persons give little thought or introspection as to desirable changes or modifications?

Does the high degree of agreement on the card sort characteristics between executives and middle managers suggest that there might be a "hidden" selection process operating that promotes those who are alike or in greatest agreement with executive management?

With personnel in retail department store middle management so diverse, how is it possible to get such consistency of desired characteristics as indicated here?

Source of Education

The sources of educational preparation for the 30 characteristics were classified three ways: formal education prior to hire, formal company training program, and on-the-job training. Fifteen of the characteristics were judged best done through education prior to hire by 50 percent or more of the respondents. Four characteristics were judged best done through formal company training programs by 50 percent or more of the respondents. Three characteristics were judged best done through on-the-job training by 50 percent or more of the respondents. The remaining eight characteristics were divided, with the greatest number of respondents putting three into formal training prior to hire, one into formal company training program, three into on-the-job training, and one a tie between the latter two.

On the comparison of source of educational preparation by the variables; executive versus middle managers, large store versus small store, chain versus independent, and levels of education of the middle managers; only minor disagreement was found. A somewhat greater disagreement was noted (7 out of 30 characteristics) when respondents from firms with training programs were compared with those not having company training programs.

The 30 characteristics were classified as general or specific. The 22 which were placed in a source by 50 percent or more of the respondents were distributed as follows:

	Formal Education Prior to Hire	Formal Company Training Program	On-The-Job Training
Number Which 50 Percent or More of The Respondents Put In This Category	15	4	3
General Characteristic	13	2	0
Specific Characteristic	2	2	3

An interpretation of this would be that most of those characteristics judged best learned prior to hire are general ones, those to be accomplished in the company training program are evenly divided between general and specific, and those to be acquired on-the-job are likely to be specific.

Importance of Characteristics Versus Source of Preparation

Undoubtedly the most revealing part of the analysis of the Q-Sorts made by the respondents was the comparison of importance and preferred source of education. Of the seven characteristics judged most important, five were felt best provided through company or on-the-job training and two through education prior to hire. It can be further noted that of the top five in importance four were specific in nature. At the other end of the scale it was found that of the seven characteristics judged least important, six were general and all were felt best provided by education prior to hire.

The observations and questions on these outcomes are numerous and several are listed below:

Does the placement within the company structure of the education for the most important characteristics mean that these characteristics can only or should only be developed there?

Does the placement within the company structure of the education for the most important characteristics come about because most personnel have not had appropriate education in these areas prior to hire?

Does the placement within the company structure of education for the most important characteristics mean that outside educational sources have failed to provide relevant or competent instruction in these areas?

Does the relegation of training to within the firm's structure for characteristics such as salesmanship (Card Number 28) or display (Card Number 13) suggest that outside educational institutions should not provide instruction in these areas?

Does the assignment of characteristics such as decision making (Card Number 8) to on-the-job training suggest that case problems and decision making exercises used in formal education have been ineffective in developing working competence in problem solving?

If directing the work of others is so important (Card Number 29) why do most respondents feel it should be left for informal development through on-the-job training?

In light of recent developments in retailing relating to use of electronic data processing why are the characteristics pertaining to EDP (Card Numbers 18 and 26) judged so low in importance?

Does the allocation of the general and less important characteristics to formal education mean that marketing education programs should stress these and give less attention to specific content related to retailing?

What should be the primary goal of a company's middle management training program?

What should be the goal (s) for institutions providing formal education prior to hire?

In the Ball[33] study using the same 30 characteristics and sorted in the same procedure by post-secondary marketing and retail educators, the resulting ranking of importance was very similar to the rankings made by the respondents in this study. The educators classification of characteristics to preferred source of educational preparation was, however, significantly different on 21 of the 30 statements. Obviously there needs to be some dialogue among retailers and educators to determine the reasons for this difference in view.

Manpower Requirements

The typical retail department store will have about 10 percent of its total number of full time equivalent employees classified as middle management. The annual turnover of about 15 percent, plus a projected increase in need indicated by 43 percent of the firms, suggests that the continued demand for new middle management personnel will be substantial. The primary source of new personnel is reported to be from within the department stores themselves. Overall 67.9 percent of the middle managers come from internal sources, with the large stores reporting 78.1 percent and the small stores 57.5 percent from internal sources.

The problems reportedly associated with replacement of middle managers give some insight as to why external sources are not used more often. The general image of the industry, wages, hours of work, and similar factors tend to make recruitment of personnel difficult. At least those already employed in retailing have resolved these concerns.

The nature of replacement and recruitment prompts several questions, many of which are related to the previous discussion of the ranking of characteristics and preferred educational source.

> Does the pattern of frequent promotion to middle management from internal sources indicate that an apprenticeship is an expected or required part of the preparation for this level?
>
> Is the turnover figure reported in this study a sufficiently accurate representation of middle management tenure and should it be used for manpower projections?
>
> Does the difference in anticipated need for middle managers expressed by large store executives and small store executives suggest there is some optimum number of middle managers for certain kinds and sizes of stores?
>
> Can formal educational preparation be of any consequence when it is not mentioned as a middle management prerequisite?
>
> Should the department stores draw a sharper distinction between the categories "middle manager" and "executive trainee"?
>
> Should there be distinctions drawn among merchandising, operating, and supplemental categories of middle management?

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[33] Howard G. Ball op. cit.

Implications for Education

The data collected makes evident that formal education prior to employment at the middle management level is presently only modestly important. The educational level desired of potential middle managers is not nearly as fixed as some reports from the industry would indicate. These positions are open to just about any educational background with other characteristics having more bearing on selection for middle management. Further, it is apparent that preparation which department stores feel most important will be provided by the company through one means or another.

Because of preferences for certain characteristics in middle managers the question could be asked, "Is it possible for an educational institution to provide a curriculum appropriate to the needs of a significant segment of the retail department stores' management?" Following this could be asked, "Would such a curriculum differ in any appreciable way with the common curriculums now being offered for retail or marketing management?" Using as a base of reference the curriculums from which the 30 Q-Sort statements were drawn for this study, the answer to the first question would be "maybe" and to the second question "yes."

To illustrate how well present curriculums do fit the needs expressed by the respondents, the following example is developed. Converting the characteristics which were judged by 50 percent or more of the respondents as being best accomplished through formal education prior to hiring the following content is identified.

Card 2 - Fundamental Legal Principles
Card 4 - Oral and Written Communications
Card 5 - Psychology of Business Writing
Card 6 - Business Personality
Card 7 - Role of Credit
Card 9 - Principles of Economics
Card 10 - Role of Advertising
Card 17 - Business Organization and Management
Card 20 - Principles of Retailing
Card 21 - Introduction to Sociology
Card 22 - Principles of Marketing
Card 23 - Anthropology
Card 24 - The Labor Market
Card 25 - Introduction to Political Science
Card 26 - Managerial Data Processing

A comparison of the above content with a typical post-secondary curriculum purporting to prepare retail middle management[34] reveals several commonalities. Ten of the areas (Card Statements 2, 4, 5, 7, 9, 10, 17, 20, 21, and 22) might be found in such programs. Five of the courses would not generally be found.

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[34] Harland E. Samson Post Secondary Distributive Education. OE-82017, U. S. Department of Health, Education, and Welfare, Office of Education. Washington: U. S. Government Printing Office, 1969. pp. 39-46.

The present curriculums would likely have courses in the following areas which at least 50 percent of the respondents felt would be best handled within the department store.

Card 1 - Interpreting Accounting Records
Card 13 - Display
Card 14 - Display
Card 3 - Merchandise Mathematics
Card 16 - Merchandise Mathematics
Card 16 - Buying
Card 30 - Buying
Card 28 - Salesmanship

The balance of the desired characteristics (Card Statements 6, 23, 24, 25, and 26) were found not to be usually included in post-secondary marketing or retailing programs. There are, then, omissions in the typical present curricula as well as possible duplication of that content which the industry feels best able to offer.

One matter which deserves some intensive investigation is that which relates to the most desired characteristic of middle management, "to be able to plan and direct the work of others." Even though the greatest number of respondents felt this could best be done through on-the-job training the nature of this work at the middle management level suggests supervision and management of human resources, and to this it would seem that formal education could make a considerable contribution. Courses which might provide this content, however, are noticeably absent from current post-secondary retail management curriculums.

In review of these curricular questions it would seem that any post-secondary program now purporting to develop middle managers for the department store field would need to consider making available the following content, if not presently offered.

Political Science Oriented to Business and Businessmen
Sociology as it Applies to Business and Marketing
Group Dynamics, Leadership, and Supervisory Techniques
Art and Cultural Development in the United States
Managerial Data Processing
The Labor Market, Business, and Manpower Development

Several questions could be raised about the part formal education does or could play in the preparation of personnel for middle level employment in department stores.

> If it is assumed that the information found in this study could be obtained with the judicious use of a properly constituted local advisory committee, why haven't post-secondary institutions provided curriculums more properly matched to the needs of the industry?

What has led those who develop curriculum to offer so many courses which department store people feel they are better qualified to teach?

Have present post-secondary programs been designed for retail department stores or have they been designed around the needs of other types of retailers?

Have post-secondary programs grown up as "big brothers," in design and content, and emulated the high school distributive education programs where the "how to" courses are necessary and relevant?

Has the lack of attention to post-secondary programs by department store retailers permitted other types of retailers to have their needs better reflected in the curriculums?

Have the post-secondary institutions been able to employ qualified instructional staff with adequate middle management occupational experience?

Have the retail department stores' efforts to attract persons potentially promotable to executive level created an impression that post-secondary graduates would not qualify for trainee positions?

What incentive is there for a student to complete a middle management program in anticipation of going with a department store?

How can educators develop a structure and a program to meet the needs of the industry when replacement personnel are drawn from such diverse backgrounds?

Implications for Department Stores

The age old problem of image and social acceptance still haunts the department stores. Real or imagined, the industry feels that major drawbacks to filling middle management positions are image items such as low salary and undesirable working hours. These items represented 46 out of the 89 problems reported.

The number and nature of those who are recruited represent the second largest problem reported, with these items reported in 36 of the 89 problems. What is represented by the confrontation of these factors and the desired characteristics of middle managers is truly the middle management dilemma.

The desired middle management characteristics on which respondents consistently concur represent factors toward which education and training could make a contribution. The more important characteristics are, however, felt best done within the department store. This seems reasonable on first examination for the most important characteristics are the "how to" content which the industry desired to teach and the less important are the "why" types of content which is for the formal education sources to provide. On further examination, though, it will be noted that only 65 percent of the firms have any form of training program and only about 30 percent have a bonafide middle management training program. The question then must be asked,"Can these important characteristics be developed without an in-company educational program designed for that level?" This question takes on even more significance when it is realized that the very top characteristics are to be developed through on-the-job training. Despite the virtues of on-the-job training, that procedure is very inefficient and often ineffective when used alone as a means of developing competencies.

In the recruitment of middle management the department stores tend to use largely internal sources for new personnel. Despite complaints about recruitment, few of the stores individually were doing much about outside recruitment and those that were seemed to be putting their efforts where the pay off for middle management would be doubtful. The stores in this study were not tapping the graduates of post-secondary programs to any degree. In fact, it appeared that most firms have not recognized that the post-secondary institution is a potential source of needed and well qualified personnel.

For the department store that does not recognize the distinction between middle management personnel and executive management trainees who are developed through middle management experiences, the manpower dilemma is apt to continue. The recognition of two categories of middle management should be reflected in recruitment and in training and should result in reduced turnover and greater merchandising effectiveness. The retail firm that sees the possibility of career middle management positions will probably want to establish communications and some form of continuing relationship with the educators in charge of such post-secondary programs that do prepare potential personnel.

There is a need to define, operationally and educationally, the career middle manager, or specialist as they are called in some firms, and the executive management trainee. For each category there needs to be set forth some definitive criteria as to input characteristics, the training program treatment, and then some measures developed to determine the effectiveness of the output. Until some system of selection, treatment, and measurement is developed, no meaningful evaluation can be made about either input or treatment.

Another question which deserves examination, perhaps, in addition to the above, is whether it is really necessary for middle managers to apprentice as rank and file sales or sales supporting workers. The graduate of a post-secondary program geared to middle management preparation could, and perhaps should, be recognized through remuneration and responsibility. If he does not merit this, then some weakness must exist in either the education or the industry.

Proposals for Action

The department store executives and marketing educators of the country both have an important responsibility in regard to the content and findings provided by this study. The obligation, which they fully recognize, is to provide consumers with the best in merchandise and service in an effective and efficient manner. To fully meet this responsibility the businessman and educator, as well as many others who can influence the direction and success of education and business, need to take positive action in several arenas.

The educational personnel, and especially marketing educators, from post-secondary institutions and the retail department store executives of a community or region need to develop and maintain communications about the middle manpower situation as it is and as it should be for their locality. The questions and findings of this study would serve as a framework for beginning dialogue.

The post-secondary institutions (junior colleges, community colleges, technical colleges, technical institutes and others) should review in depth their program offerings to determine whether they are providing the content desired for middle management personnel and whether they are duplicating areas of instruction that might be better provided by the industry.

The state and federal agencies concerned with middle level education and manpower should examine the department store industry closely. It appears there is a substantial, existing and projected, need for qualified personnel, and the benefits of soundly conceived educational programs in terms of improved customer service, mobility of workers, stability of employment, and efficiency of public investment are considerable.

Further research into middle management should be encouraged. A variety of inquiries, such as semantic differential tests and expressions from the basic work force and first line supervision as well as middle managers and executives, are needed. It is felt that for more meaningful studies the scope must be delimited to sub-groupings within SCI categories, and no assumptions be made that a single classification of business has adequate homogenity for effective research.

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Appendix A

The following list of administrators, businessmen and educators contributed their advice and expertise to the research group at various stages of the project planning including the research design, instrument development and pilot study.

Mr. F. William Beecher, Chairman
Marketing Department
Milwaukee Institute of Technology

Mr. J. R. Bender, Manager
Charles V. Weise Company
Rockford, Illinois

Mr. Robert Brill, President
Brills
Milwaukee, Wisconsin

Mr. Ronald A. Cameron
Personnel Manager
Carson Pirie Scott and Company

Mr. James Guinan, Vice President
Personnel
Milwaukee Boston Store Company

Mr. Richard C. Hansen
Doctoral Candidate, Business Education
University of Wisconsin

Mr. G. L. Harmon
Personnel Director
Sears, Roebuck and Company

Dr. Edward Harris, Professor
Distributive Education
University of Northern Illinois

Mr. R. C. Hiller, Jr., Vice President
The Sears-Roebuck Foundation

Mr. John P. Hudson, Director
Post Secondary Development
American Vocational Association, Inc.

Mr. Gene Klein, Instructor
Marketing Department
Milwaukee Institute of Technology

Appendix A continued

Mr. K. E. Lewis, Manager
Sears, Roebuck and Company
Rockford, Illinois

Mr. William Mitchell, Vice President
Personnel
Carson Pirie Scott and Company

Mr. Daryl Nichols
Program Specialist
Regional Office, U. S. Office of Education
Chicago, Illinois

Mr. E. L. Quinn
Executive Director
The Sears-Roebuck Foundation

Dr. Gilbert D. Saunders
Specialist in Occupational Education
American Association of Junior Colleges

Mr. M. R. Simpson, Manager
Sears, Roebuck and Company
Brookfield, Wisconsin

Mr. Vern Swensen, Chief
Business and Distributive Education
Wisconsin State Board of Vocational,
Technical and Adult Education

Mr. William Whitsitt
Associate Executive Director
The Sears-Roebuck Foundation

Appendix B

THE UNIVERSITY OF WISCONSIN
SCHOOL OF EDUCATION
Madison, Wisconsin 53706

Department of Curriculum
and Instruction

Telephone: 262-1711
Area Code 608

This office is presently engaged in research into the problems of middle-management development in the field of retail merchandising. A description of the study and the types of information being sought is enclosed.

A personal interview survey of a representative sample of the department stores (Standard Industrial Code 5310) of the East North Central Region i.e., Indiana, Illinois, Michigan, Ohio, and Wisconsin, is being planned for late January and early February of 1968. Your store is among sixty stores which have been randomly selected for the survey.

May we interview you and selected members of your staff?

We would appreciate it very much if you would complete and return the enclosed questionnaire indicating your willingness to participate in this study. Thank you.

Sincerely,

Harland E. Samson, Director
Distributive Teacher Education

HES:aos

Enclosures: Description of Study
Questionnaire
Return Envelope

Appendix C

MIDDLE-MANAGEMENT STUDY

Purpose: To obtain a clearer concept of middle-management positions in retail merchandising, specifically in department stores. Among the questions to which answers will be sought are the following:

a. What duties and responsibilities make a position middle-management?
b. What are the desired characteristics of personnel who are or will occupy middle-management positions?
c. What educational preparation is required for middle-management personnel?
d. What portion of the educational preparation can best be provided by the retail firm?
e. How many and what types of middle-management positions exist today in department stores?
f. What effect does store size have on the number and types of jobs?
g. What effect does type of ownership have on the number and types of jobs?
h. What is the projected need for middle-management personnel in the next decade?

Interview Procedures: The research project is designed to obtain certain information from executive management as well as from personnel presently occupying middle-management positions.

Personal interviews conducted in any one store would include two from executive management (the store owner or manager and someone he designates) and up to three middle-managers.

Each interview involves a short questionnaire plus a card sort. The card sort consists of sorting 30 cards which contain brief descriptions of knowledge, skills, and personal characteristics which may pertain to middle-management personnel. The interviewee is asked to sort them according to how important he thinks they are to effective performance in the middle-management positions. The interview and card sort are designed to take no more than 30 minutes per person.

A tabulation of the combined results will be made available to the participants of the study.

This study is being sponsored by the Sears-Roebuck Foundation and endorsed by the American Association of Junior Colleges and the American Vocational Association. The investigation is being conducted by the Office of Distributive Education, School of Education, University of Wisconsin.

UW/HES/68

Appendix D
QUESTIONNAIRE

Name of Store ____

Address of Store ____

Telephone Number ____

Name and Title of Person to be Contacted _______________________

Will your store participate in the middle-management survey?

_____ Yes
_____ No (Return questionnaire in pre-addressed envelope.)

If yes, please answer the following questions.

Is your store classified as a department store according to the Standard Industrial Classification? Definition - Establishments normally employing 25 or more people and engaged in selling some items in each of the following lines of merchandise:

1. Furniture, home furnishings, appliances, radio and tv sets
2. A general line of apparel for the family
3. Household linen and dry goods

_____ Yes
_____ No

What is the size of your store in terms of average number of employees (full-time equivalents, i.e., if you had ten part-time employees, each working about half time, you could count them as 5 full-time equivalents)?

_____ 250 employees or more
_____ less than 250

If your store is part of a multi-unit organization, please answer the following:

How many stores in the organization?

_____ 11 or more stores
_____ less than 11 stores

What period would be the most appropriate for the interviews? (You will be contacted a few days in advance for specific date and preferred time of day for the interviews.)

_____ 22-27 January, 1968
_____ 29 January - 3 February, 1968
_____ Doesn't matter

Return completed questionnaire in pre-addressed envelope.

Appendix E

Executive Interview Schedule

	Card Number	Card Column	
		1	/ 1 /
1.	Company ID	2-3	/ / /
2.	Position of respondent	4	/ /
3.	Sex of respondent	5	/ /
4.	Length of time with company	6-7	/ /
5.	Single or multi-unit	8	/ /
6.	Age of establishment	9-10	/ / /
7.	Number of employees	11-14	/ / / / /
8.	How many middle-management positions do you now have in this store?	15-16	/ / /
9.	What is your estimated average turnover percent in middle-management personnel?	17-18	/ / /
	a. Retirement ___________	19-20	/ / /
	b. Promotion to executive management_____	21-22	/ / /
	c. Change of employment _____________	23-24	/ / /
	d. Other __________	25-26	/ / /
10.	In terms of the following functions, how would you characterize the average middle-management position in your establishment?		
	a. Freedom to make descisions	27	/ /
	b. Scope in planning activities	28	/ /
	c. Participation in policy-making	29	/ /
	d. Accountability for profit	30	/ /
	e. Hiring and firing subordinates	31	/ /
	f. Responsibility for the work of others	32	/ /
	g. Other (specify)	33	/ /
		34	/ /
		35	/ /

Appendix E continued

11. Check five of the following personal qualities you feel most important for effective middle-management in retail merchandising.

a. Energy and vitality	36	/__/
b. Willingness to assume responsibility	37	/__/
c. Willingness to cooperate	38	/__/
d. Ability to inspire	39	/__/
e. Integrity and loyalty	40	/__/
f. Dynamic enthusiasm	41	/__/
g. Concern for individuals	42	/__/
h. Mental alertness	43	/__/
i. Perseverance	44	/__/
j. Diplomacy	45	/__/
k. Others (specify)	46	/__/

12. Do you anticipate any change in the number of middle-management positions in the next ten years for this store?

Decrease - How many? __________	49-50	/__/
Increase - How many? __________	51-52	/__/
No change	53	/__/

13. If yes, identify the major changes as you see them.

14. Do you recruit specifically for middle-management personnel?	54	/__/
14a. If so, what educational background do you seek?	55	/__/

Appendix E continued

15. Where do you get the majority of the people to fill positions for middle-management? 56-57 /__/__/

16. Do you have a formal management training program? If yes: 58 /__/__/

17. Can you briefly describe the program

Content

Instructors

Length

Other

18. What are your biggest problems in getting people to fill mid-management positions?

Appendix F

Incumbent Interview Schedule

	Card Number	Card Column	
		1	/ 2 /
1.	Company ID	2-3	/ / /
2.	Respondent ID	4	/ /
3.	Age	5-6	/ / /
4.	Sex	7	/ /
5.	Educational Level	8	/ /
6.	How many jobs have you had before coming to work for this company?	9	/ /
7.	How many in merchandising?	10	/ /
8.	How long have you been with this firm?	11	/ /
9.	What led to your employment with this company?	12-13	/ / /
10.	What is your present title?	14-15	/ / /
11.	How long have you been in this job?	16	/ /
12.	How many personnel do you supervise?	17-18	/ / /
13.	Regarding your expectations as to the future of your present job, how long do you feel you will remain on this job?	19	/ /
14.	Do you anticipate promotion into an executive management position? Yes or No	20	/ /
15.	If yes, how soon?	21	/ /
16.	Check five of the following personal qualities you feel most important for effective middle-management in retail merchandising.		
	a. Energy and vitality	22	/ /
	b. Willingness to assume responsibility	23	/ /
	c. Willingness to cooperate	24	/ /
	d. Ability to inspire	25	/ /
	e. Integrity and loyalty		/ /

Appendix F continued

f. Dynamic enthusiasm	27	☐
g. Concern for individuals	28	☐
h. Mental alertness	29	☐
i. Perseverance	30	☐
j. Diplomacy	31	☐
k. Other (specify)	32	☐
	33	☐
	34	☐
	35	☐

17. How would you describe your job in terms of the time spent on the following tasks? Check only four in each category.

TASK

a. Personnel duties	36	☐
b. Merchandising selection and buying	37	☐
c. Merchandise control	38	☐
d. Receiving and checking	39	☐
e. Pricing	40	☐
f. Promotion	41	☐
g. Personal selling	42	☐
h. Customer Service	43	☐
i. Housekeeping	44	☐
j. Budgets	45	☐
k. Performance analysis	46	☐
l. Attending meetings and conferences	47	☐

Appendix G

(Executive Supplement)

10. In terms of the following functions, how would you characterize the typical middle-management position in your establishment?

	Extensive	Some	Little	None	Don't know
a. Freedom to make decisions					
b. Scope in planning activities					
c. Participation in policy-making					
d. Accountability for profit					
e. Hiring and firing of subordinates					
f. Responsibility for the work of others					
g. Other ____________________					

11. Check five of the following personal qualities you feel most important for effective middle-management in retail merchandising.

_____a. Energy and vitality

_____b. Willingness to assume responsibility

_____c. Willingness to cooperate

_____d. Ability to inspire

_____e. Integrity and loyalty

_____f. Dynamic enthusiasm

_____g. Concern for individuals

_____h. Mental alertness

_____i. Perseverance

_____j. Diplomacy

_____k. Others (specify)

Appendix H
(Middle Management Supplement)

16. Check five of the following personal qualities you feel most important for effective middle-management in retail merchandising.

_____ a. Energy and vitality

_____ b. Willingness to assume responsibility

_____ c. Willingness to cooperate

_____ d. Ability to inspire

_____ e. Integrity and loyalty

_____ f. Dynamic enthusiasm

_____ g. Concern for individuals

_____ h. Mental alertness

_____ i. Perseverance

_____ j. Diplomacy

_____ k. Other (specify)

17. How would you describe your job in terms of time spent on the following tasks? Check only four in each category.

TASK	Most Time	In Between	Least Time
a. Personnel duties			
b. Merchandising selection and buying			
c. Merchandise control			
d. Receiving and checking			
e. Pricing			
f. Promotion			
g. Personal Selling			
h. Customer Service			
i. Housekeeping			
j. Budgets			
k. Performance			
l. Attending meeting and conferences			
m. Others (specify)			

Appendix I

Q-SORT STATEMENTS -- DESCRIPTION OF SELECTED SKILLS, ATTITUDES OR KNOWLEDGE ASSOCIATED WITH RETAIL MERCHANDISING

Card Number	Description
1	To interpret accounting reports for planning and controlling
2	To understand fundamental legal principles covering sales, contracts, and negotiable instruments.
3	To apply the fundamentals of business mathematics of retail merchandising.
4	To be effective in oral and written communications.
5	To apply the psychology of business writing to various types of business communications.
6	Understand the importance of an appropriate business personality as developed by proper grooming, poise, etiquette, and good personal health.
7	Familiar with role of credit in our economy.
8	Skill in recognizing and evaluating alternative solutions to business problems.
9	To relate the functions of production, distribution, and consumption in the American economic system.
10	To be familiar with the influence of advertising in the economy.

Appendix I continued

Card Number	Description
11	Analyze problems associated with advertising, copywriting, layout, and media.
12	To analyze the consumer market relative to needs, desires, prices, and products.
13	Plan, construct, and evaluate interior and window displays.
14	Realize the importance and role of visual merchandising.
15	To plan sales, expenses, price lines, inventory methods, and related activities at the department level.
16	To determine discounts, profit elements, and calculate invoice mathematics.
17	Understand the organization of a business enterprise and the functions of management.
18	To be familiar with electronic data processing systems utilized in retail operations.
19	To plan and implement expense control systems.
20	To be familiar with general principles of retail merchandising.
21	To be able to analyze problems and trends of an urban-industrial society.
22	To be able to relate the ideals of free enterprise to marketing and merchandising.
23	To be conversant with the cultural and artistic elements of American Society.

Appendix I continued

Card Number	Description
24	To Understand the influence of labor, business, and civic organizations.
25	To know how public policy is formed and administered in the United States.
26	To understand the importance of electronic data processing and its influence on business systems.
27	To be able to apply ethical behavior in business relations.
28	To be able to apply the basic principles and techniques of selling.
29	To be able to plan and direct the work of other people.
30	To effectively select a merchandise assortment appropriate to store's customers.

CARD	KEY WORDS	SPECIFIC OR GENERAL	TAXONOMY	CHARACTERISTICS
1	Interpret, Use	Gen.	Application	Management skill
2	Understand	Gen.	Comprehension	Business knowledge
3	Apply	Spec.	Application	Business skill
4	Effective (Use)	Gen.	Application	Fundamental skill
5	Apply	Gen.	Application	Business skill
6	Understand	Spec.	Comprehension	Hum. Rel. knowledge
7	Familiar	Gen.	Knowledge	Business knowledge
8	Recognize, evaluate	Spec.	Evaluation	Business knowledge
9	Relate	Gen.	Analysis	Business knowledge
10	Familiar	Gen.	Knowledge	Business knowledge
11	Analyze	Spec.	Analysis	Business
12	Analyze	Gen.	Analysis	Business
13	Plan, construct, evaluate	Spec.	Evaluation	Business skill
14	Realize	Spec.	Knowledge	Business
15	Plan	Spec.	Synthesis	Business
16	Determine, calculate	Spec.	Application	Business
17	Understand	Gen.	Comprehension	Management
18	Familiar	Spec.	Knowledge	Business
19	Plan, implement	Gen.	Evaluation	Business skill
20	Familiar	Spec.	Knowledge	Business
21	Analyze	Gen.	Analysis	Social Science
22	Relate	Gen.	Comprehension	Social Science
23	Conversant	Gen.	Comprehension	Liberal Arts
24	Understand	Gen.	Comprehension	Social Science
25	Know how	Gen.	Comprehension	Social Science
26	Understand	Gen.	Comprehension	Business
27	Apply	Spec.	Application	Social Science
28	Apply	Spec.	Application	Human Relations
29	Plan and direct	Gen.	Synthesis	Management
30	Effectively select	Spec.	Evaluation	Merchandising

Appendix J

CARD SORT NUMBER ONE

MOST 1	2	3	4	5	6	LEAST 7

CARD SORT NUMBER TWO

FORMAL EDUCATION PRIOR TO HIRE PILE 1	FORMAL COMPANY TRAINING PROGRAM PILE 2	ON-THE-JOB TRAINING PILE 3

Appendix K

Coding Instructions for Executive Management Interview Schedule

Card Column	Item (Schedule Reference)	Code
1	Card Number	1
2-3	Company ID Number (1)	See Appendix ____
4	Position of Respondent (2)	1 = Chief Store Executive 2 = Assistant Chief Executive 3 = Merchandising Executive 4 = Operations Executive
5	Sex (3)	1 = Male 2 = Female
6-7	Time with Company (4)	Number of years rounded to nearest full year.
8	Store Classification (5)	1 = Large National 2 = Small National 3 = Large Local 4 = Small Local
9-11	Age of Establishment (6)	Number of years rounded
12-15	Number of Employees (7)	Number of full-time equivalents
16-17	Number of Middle Management Positions (8)	Number of positions filled or not
18-19	Estimated Average Turnover (9)	Number of persons for whom replacements must be sought
	For reasons of:	
20-21	Retirement	
22-23	Promotion	
24-25	Change of Employment	
26-27	Other	
28-36	Functions of Middle Management (10)	4 = Extensive 3 = Some 2 = Little 1 = None 0 = Don't Know
28	(10a)	
29	(10b)	
30	(10c)	
31	(10d)	

Appendix K continued

Card Column	Item (Schedule Reference)	Code
32	(10e)	
33	(10f)	
34	(10g)	
35	(10g)	
36	(10g)	
37-50	Personal Qualities (11)	1 = Selected Among five most important
51-55	Change in number of Mid Management Positions (12)	
51-52	Anticipated Decrease	Number of positions
53-54	Anticipated Increase	Number of positions
55	No Change	1 = No Change Otherwise blank
56	Middle Management Recruitment (14)	1 = yes 2 = no
57	Desired Educational Background (14a)	1 = Less than H. S. 2 = High School 3 = Some college 4 = 2 Year Diploma 5 = College Graduate
58-59	Major Source for Middle Managers (15)	1 = Promotion from within 2 = Management trainee 3 = From other firms 4 = College recruitment 5 = Transfer from other stores in chain 6 = Recruiting -- Advertising 7 = Don't Know
60	Formal Management Training (16)	1 = yes 2 = no

Appendix L

Coding Instructions for Incumbent Interview Schedule

Card Column	Item (Schedule Reference)	Code
1	Card Number	2
2-3	Company ID Number (1)	See Appendix ____
4	Respondent ID Number (2)	1 = 1st Mid-Manager interviewed 2 = 2nd Mid-Manager interviewed 3 = 3rd Mid-Manager interviewed
5-6	Age (3)	Present age in years
7	Sex (4)	1 = Male 2 = Female
8	Education Level (5)	0 = Below High School 1 = High School 2 = Up to 1 year Post H. S. 3 = Up to 2 years Post H. S. 4 = 2-Year Associate Degree 5 = Up to 3 years Post H. S. 6 = Up to 4 years Post H. S. 7 = Bachelors Degree 8 = Master's Degree 9 = Ph.D.
9	Number of Previous Jobs (6)	Actual number
10	Number in Merchandising (7)	Actual number
11-12	Years with Firm (8)	Number to closest full year
13-14	What led to employment with this firm (9)	01 = Walk-in 02 = College Recruitment - 4 years 03 = Personal referral 04 = Part-time employment in school 05 = Private Placement Bureau 06 = Sought advancement 07 = Recommended from school 08 = Desire to stay in area (no job transfer)

Appendix L continued

Card Column	Item (Schedule Reference)	Code
		09 = Initiated contact 10 = Previous employment at store 11 = Referred by previous employer 12 = Junior college recruitment 13 = Applied - interviewed in college 14 = Responded to ad 15 = Company contact 16 = Employment agency 17 = Recruited from another store 18 = Previous employer taken over - remained with new company 19 = Field work with store as part of academic requirement 20 - Part-time went to full time

15-16	Present Title (10)	01 = Division Manager - Merch.
		02 = Buyer
		03 = Department Manager - Merch.
		04 = Section Manager - Merch.
		05 = Group Manager - Merch.
		06 = Associate Controller
		07 = Operating Superintendent
		08 = Credit Manager
		09 = Assistant Advertising Manager
		10 = Customer Service Manager
		11 = Assistant to Assistant Manager
		12 = Display Manager
		13 = Accountant
		14 = Store Manager (store with limited # depts.)
		15 = Floor Supervisor
		16 = Assistant Buyer
		17 = Maintenance Supervisor
		18 = Accounts - receivable Manager
		19 = Department Manager - Buyer
		20 = Office Manager

Appendix L continued

Card Column	Item (Schedule Reference)	Code
		21 = Advertising Manager 22 = Merchandise Manager 23 = Group Merchandiser 24 = Management Trainee 25 = Head Cashier 26 = Warehouse Manager 27 = Supervisor - Merch.
17-18	Years in Present Job (11)	Actual Years Rounded
19-20	Number of People Supervised (12)	Average number of full time equivalents
21-22	Expected Stay on Present Job (13)	Years rounded
23	Expect Promotion to Executive (14)	1 = yes 2 = no
24-25	Time to Promotion (15)	Years rounded
26-39	Personal Qualities (16)	1 = Among five most important
26	Energy and Vitality	
27	Willingness to Assume Responsibility	
28	Willingness to Cooperate	
29	Ability to Inspire	
30	Integrity and Loyalty	
31	Dynamic Enthusiasm	
32	Concern for Individuals	
33	Mental alertness	
34	Perseverance	
35	Diplomacy	
36	Other	
37	Other	
38	Other	
39	Other	
40-51	Proportion of Time on Individual Tasks (17)	1 = Least Time 2 = In Between 3 = Most Time
40	Personnel duties	
41	Merchandise selection and Buying	
42	Merchandise control	
43	Receiving and checking	
44	Pricing	

Appendix L continued

Card Column	Item (Schedule Reference)	Code
45	Promotion	
46	Personal selling	
47	Customer service	
48	Housekeeping	
49	Budgets	
50	Performance Analysis	
51	Attending meetings and conferences	
60	Store Classification	1 = Large National 2 = Small National 3 = Large Local 4 = Small Local

Appendix M

Coding Instructions For Q-Sort Coding Sheet

Card Column	Item	Code
1	Card Number	3
2-3	Company ID	See Appendix ____
4	Identity of Respondent	1=Chief Store Executive 2=Assistant Chief Executive 3=Merchandising Executive 4=Operations Executive 5=Middle Manager
5-34	Card Sort #1 The weighted value assigned to each of the 30 cards as a result of the Sort Value assigned to Card Number 1 is coded in Column 5, Card Number 2 is Coded in Column 6, etc.	7=If sorted in Pile #1 6=If sorted in Pile #2 5=If sorted in Pile #3 4=If sorted in Pile #4 3=If sorted in Pile #5 2=If sorted in Pile #6 1=If sorted in Pile #7
35-64	Card Sort #2 The value assigned each of the 30 cards according to which pile it was sorted into.	3=Formal Education Prior to Hire 2=Formal Company Training Program 1=On-The-Job Training
65-66	Time with Company	Number of years rounded
67	Sex	1=Male 2=Female
68	Store Classification	1=Large National 2=Small National 3=Large Local 4=Small Local
69-70	Age	Present age in years
71	Education Level	0=Below High School 1=High School 2=Up to 1 year Post H.S. 3=Up to 2 yrs. Post H.S. 4=2-Year Associate Degree

Appendix M continued

Card Column	Item	Code
		5=Up to 3 yrs. Post H.S. 6=Up to 4 yrs. Post H.S. 7=Bachelors Degree 8=Master's Degree 9=Ph.D.
72	Formal Training Program	1=Yes 2=No

Appendix N

Q-SORT CODING SHEET

Card Number	Card Column (1)	☐
Company ID	(2 - 3)	☐☐
Identity of Respondent	(4)	☐

Curriculum Cards

Card Sort # 1: Card Number/(Card Column)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)

Card Sort #2: Card Number/(Card Column)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)	(49)

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
(50)	(51)	(52)	(53)	(54)	(55)	(56)	(57)	(58)	(59)	(60)	(61)	(62)	(63)	(64)

	Card Column	
Time with Company	65-66	☐☐
Sex	67	☐
Store Classification	68	☐
Age	69-70	☐☐
Educational Level	71	☐
Formal Management Training Program	72	☐

Appendix O

EXPLANATIONS OF TESTS OF ASSOCIATIONS

GAMMA[1] AND TAU-C[2]

The Gamma and Tau statistics are rank-order measures and tests of association for situations where both variables are represented in ordinal terms. Gamma tells us the proportionate excess of concordant over disconcordant pairs among all pairs which are fully discriminated or fully ranked. Kendall's Tau is derived from the notion of correlating signs of difference between all possible pairs of observations; it is sometimes called the coefficient of sign correlation. Both Gamma and Tau are based on the same constants (P, Q, X_o, and Y_o) which are defined in terms of certain pairs of observations.

SOMERS' DXY AND DYX[3]

Like Goodman-Kruskal's Gamma and Kendall's Tau, the Sommers' dxy and dyx are appropriate for measuring association in ordered contingency tables. These coefficients have an operational interpretation of a monotonic relationship, are asymmetric, and may be applied to contingency tables of any dimension, so long as the categories have a natural ordering and one wishes to measure monotonic correlation.

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[1] Goodman, L. and Kruskal, W. "Measures of Association for Cross Classifications, 1", Journal of American Statistical Association, 49 December, 1954, pp. 732-764.

[2] Kendall, M. G. Rank Correlation Methods, Hofner, New York. 1955 Chapter 3.

[3] Somers, R. H. "A New Assymetric Measure of Association for Ordinal Variables, "American Sociological Review, 27, December, 1962, pp. 799-811.

Appendix P

List of Participating Stores

Classification

LN = Large National
SN = Small National
LL = Large Local
SL = Small Local

Spartan Atlantic Department Store (SN)
3516 Hart
Detroit, Michigan

Sears, Roebuck and Company (LN)
8000 Gratiot Avenue
Detroit, Michigan

Jacobson Stores, Inc. (SL)
17030 Kercheval
Grosse Pointe, Michigan

J. C. Penney Company, Inc. (SN)
3701 Durand Avenue
Racine, Wisconsin

Spartan Atlantic Department Stores (SN)
10431 Grand River
Detroit, Michigan

Sears, Roebuck and Company (SN)
18950 Mack Avenue
Grosse Pointe Farms, Michigan

Boston Store (SN)
3910 East Broad Street
Columbus, Ohio

The Wm. H. Block Company (LN)
50 North Illinois Street
Indianapolis, Indiana

J. C. Penney Company, Inc. (SN)
Decatur, Illinois

Nevilles, Inc. (SL)
14725 Detroit Avenue
Cleveland, Ohio

Appendix P continued

Sears, Roebuck and Company (LN)
2765 Eastland Mall
Columbus, Ohio

J. C. Penney Company, Inc. (SN)
106 High Street
Columbus, Ohio

Sears, Roebuck and Company (LN)
1900 West Lawrence Avenue
Chicago, Illinois

Sears, Roebuck and Company (LN)
1337 West Forest Home Avenue
Milwaukee, Wisconsin

Gimbel-Schusters (LN)
101 West Wisconsin Avenue
Milwaukee, Wisconsin

J. C. Penney Company, Inc. (LN)
Ford City Shopping Center
7601 South Cicero Avenue
Chicago, Illinois

Marshall Field and Company (LN)
1 Mayfair Mall North
Wauwatosa, Wisconsin

Sears, Roebuck and Company (LN)
2100 West North Avenue
Milwaukee, Wisconsin

Milwaukee Boston Store Company (LN)
331 West Wisconsin Avenue
Milwaukee, Wisconsin

Spartan Atlantic Department Store (SN)
4565 North Green Bay Avenue
Milwaukee, Wisconsin

Arlans Department Store (SN)
3305 West Forest Home Avenue
Milwaukee, Wisconsin

J. C. Penney Company, Inc. (LN)
95 North Moreland Road
Brookfield, Wisconsin

Appendix P continued

Sears, Roebuck and Company (LN)
2801 Market Street
Youngstown, Ohio

J. C. Penney Company, Inc. (SN)
Terre Haute, Indiana

Sears, Roebuck and Company (LN)
10 Chapel Hill Mall
Akron, Ohio

H. and S. Pogue Company (LN)
4th and Race Street
Cincinnati, Ohio

Sears, Roebuck and Company (LN)
241 East First Street
Dayton, Ohio

D. J. Stewart and Company (SL)
115 South Main Street
Rockford, Illinois

Goldblatt Brothers, Inc. (SN)
615 Hollister Avenue
Rockford, Illinois

Sears, Roebuck and Company (LN)
200 Southwest Washington
Peoria, Illinois

Carson Pirie Scott and Company (LN)
124 Southwest Adams Street
Peoria, Illinois

Montgomery Ward and Company (SN)
230 Southwest Adams Street
Peoria, Illinois

Spartan Department Store (SN)
3429 North University
Peoria, Illinois

Montgomery Ward and Company (LN)
28500 South Telegraph
Southfield, Michigan

Appendix P continued

Sears, Roebuck and Company (LN)
1334 East 79th Street
Chicago, Illinois

Klines Department Store (SN)
131 Street and Western Avenue
Blue Island, Illinois

Goldblatt Brothers, Inc. (SN)
2778 North Milwaukee
Chicago, Illinois

William Y. Gilmore and Sons (SL)
137 North Oak Park Avenue
Oak Park, Illinois

Wieboldt Stores, Inc. (LL)
Lake and Harlem
River Forest, Illinois

Samuelson's Department Store (SL)
1 - 11 South Barstow Street
Eau Claire, Wisconsin

Winkelman's Department Store (SL)
300 Third Avenue
Wausau, Wisconsin

J. C. Penney Company, Inc. (LN)
220 Golf Mill Shopping Center
Niles, Illinois

Appendix Q

Position of Respondent

Chief Store Executive

Store Manager
Group Manager
District Manager
President - Store Manager
President
General Manager

Assistant Chief Executive

Executive Vice President
Assistant Manager
Assistant Store Manager

Merchandising Executive

Sales Superintendent
Vice President Home Furnishings
Merchandise Manager
Division Merchandise Manager
Merchandise Superintendent
Merchandise Manager - Hard line

Operating Executive

Personnel Director
Vice President Personnel
Operation Superintendent
Superintendent
Personal Manager
Operating Manager
Operations Manager
Operating Store Manager
Secretary - Treasurer

Appendix R

Interpretation Committee

Mr. E. R. Bunn, Manager
Sears, Roebuck and Company
Detroit, Michigan

Mr. G. L. Harmon, Personnel Director
Sears, Roebuck and Company
Skokie, Illinois

Mr. John P. Hudson, Director
Post Secondary Development
American Vocational Association, Inc.

Mr. Matt Kallman, Vice President
Merchandising Division
Milwaukee Boston Store Company

Dr. Mary Klaurens, Professor
Distributive Education
College of Education
University of Minnesota

Mr. N. E. Rosenbauer, Manager
Sears, Roebuck and Company
Niles, Illinois

Mr. Richard Ross, Director
Personnel Division
The Wm. H. Block Company
Indianapolis, Indiana

Dr. Gilbert D. Saunders
Specialist in Occupational Education
American Association of Junior Colleges

Mr. William Whitsitt
Associate Executive Director
Sears-Roebuck Foundation

Appendix S

CIRCUMSTANCES OF INITIAL EMPLOYMENT WITH PRESENT STORE AS REPORTED BY 123 MIDDLE MANAGERS

CIRCUMSTANCES	TOTAL	STORE SIZE		TYPE OF OPERATION	
		LARGE	SMALL	CHAIN	INDEPENDENT
Incumbent Initiated Contact --Walk-in	37 30.0%	21 56.8%	16 43.2%	33 89.2%	4 10.8%
College Recruitment 4-Year	10 8.2%	9 90.0%	1 10.0%	10 100.0%	0 0.0%
Personal Referral	30 24.4%	11 36.7%	19 63.3%	25 83.3%	5 16.7%
Part-Time Employment While in School	10 8.2%	7 70.0%	3 30.0%	9 90.0%	1 10.0%
Private Placement Bureau	2 1.6%	1 50.0%	1 50.0%	2 100.0%	0 0.0%
Recommended by College	3 2.4%	3 100.0%	0 0.0%	3 100.0%	0 0.0%
Junior College Recruitment	2 1.6%	2 100.0%	0 0.0%	2 100.0%	0 0.0%
Responded to Ad	12 9.9%	6 50.0%	6 50.0%	8 66.7%	4 33.3%
Company Contact Other than College	3 2.4%	2 66.7%	1 33.3%	2 66.7%	1 33.3%
Employment Agency	4 3.3%	1 25.0%	3 75.0%	3 75.0%	1 25.0%
Recruited from Another Store	3 2.4%	0 0.0%	3 100.0%	1 33.3%	2 66.7%
Company Merger	2 1.6%	0 0.0%	2 100.0%	0 0.0%	2 100.0%
Previous Part-time Employee	2 1.6%	0 0.0%	2 100.0%	2 100.0%	0 0.0%
Other*	3 2.4%	3 100.0%	0 0.0%	3 100.0%	0 0.0%
TOTAL	123 100.0	66 53.7%	57 3%	103 83.7%	20 16.3%

* Includes those curcumstances which were mentioned only once, such as, "Previous Employment with Store," "Applied, Interviewed in College," "Field work with Store as Part of Academic Requirement."

Data: 1968

Appendix T

STATISTICS ON RANK ORDER -- COMPANIES WITH PROGRAMS AND THOSE WITHOUT

CARD NUMBER	GAMMA	TAU
1	-.08	-.06
2	.18	.13
3	-.15	-.10
4	-.17	-.12
5	.12	.08
6	.14	.10
7	-.02	-.01
8	-.23	-.17
9	-.05	-.04
10	.00	.00
11	-.02	-.01
12	-.16	-.11
13	.28	.20
14	.22	.16
15	-.09	-.06
16	-.04	-.03
17	.22	.16
18	.02	.02
19	-.23	-.17
20	.22	.14
21	-.11	-.08
22	.18	.12
23	.09	.05
24	.24	.17
25	.14	.07
26	.15	.11
27	.05	.03
28	-.13	-.09
29	-.34	-.15
30	-.19	-.12

Data: 1968

Appendix U

STATISTICS FOR Q-SORT COMPARISON BY SEX OF RESPONDENT

CARD NUMBER	GAMMA	TAU
1	-.11	-.04
2	-.04	-.01
3	.20	.07
4	-.16	-.06
5	.11	.04
6	.40	.15
7	-.14	-.05
8	-.27	-.11
9	-.01	-.01
10	-.04	-.02
11	-.02	-.01
12	-.19	-.07
13	-.07	-.03
14	.16	.06
15	.10	.04
16	.27	.10
17	.04	.02
18	-.00	-.00
19	-.28	-.11
20	.27	.09
21	-.03	-.01
22	.05	.02
23	.42	.15
24	-.08	-.03
25	.14	.04
26	.01	.00
27	.08	.03
28	-.14	-.05
29	-.38	-.10
30	-.03	-.01

Data: 1968

Appendix V

STATISTICS -- IDEAL TRAINING SOURCE AS REPORTED BY 80 EXECUTIVES AND 123 MIDDLE MANAGERS

CARD NUMBER	X^2 2df
1	0.21
2	4.49
3	3.31
4	0.04
5	7.27
6	2.00
7	3.50
8	0.25
9	0.19
10	2.24
11	1.11
12	7.13
13	1.34
14	0.06
15	1.79
16	5.66
17	0.19
18	0.33
19	1.14
20	0.40
21	2.28
22	2.25
23	3.18
24	0.25
25	2.12
26	1.61
27	3.41
28	0.20
29	0.54
30	2.30

Data: 1968

6000-62